

Streams to the River, River to the Sea Scope and Sequence

NOTE: The lessons for this unit give page references for the Houghton Mifflin paperback edition of *Streams to the River, River to the Sea* published in 1986.

Unit of Study: *Streams to the River, River to the Sea*

Genre: Biography

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
1	Blurb	<p>Vocabulary: <i>uncharted</i></p> <p>Use sticky notes to mark each quadrant of the text.</p>	<p>Search for key story elements in the blurb.</p> <ul style="list-style-type: none"> • Complete story elements handout together • Make a prediction • Infer genre
2		<p>Vocabulary: <i>impact</i></p> <p>Use the genre chart to help students understand what to expect from biography.</p>	
3	<p>Author's Notes pp. vii–viii</p> <p>“Map of Land Ownership 1802”</p>		<p>Identify the setting of the story.</p> <ul style="list-style-type: none"> • Physical setting <p>Use a map to organize important information.</p>
4	<p>Author's Notes pp. vii–viii</p> <p>Outside Texts: “The Louisiana Purchase” and “Timeline of the Louisiana Territory (1762–1804)”</p>		<p>Identify the setting of the story.</p> <ul style="list-style-type: none"> • Historical setting <p>Identify the historical context of the story.</p>

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
5–6	Author’s Notes pp. vii–ix Video: National Geographic’s <i>Lewis and Clark: Great Journey West</i> (2002)		Build background knowledge prior to reading.
7	Chapter 1 pp. 1–4 “Lewis and Clark Map”	*Complete this lesson after the read-aloud: Notice how the author creates a mood by looking at key words in the text: <i>weary, nervous, quiet, silent.</i>	Determine the problems in the book. Mark Sacagawea’s location on the map.
8	Chapter 2 pp. 5–8	Determine the important characters in the book. <ul style="list-style-type: none"> Co-create a character list 	Show empathy toward the main character. <ul style="list-style-type: none"> Continue to mark Sacagawea’s location on the map
9	Chapter 3 pp. 9–13	Vocabulary: <i>captor</i>	Compare and contrast cultures. <ul style="list-style-type: none"> Co-create a list that compares the Shoshone and Minnetaree tribes
10		Contrast writing and share-out	

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11	Chapter 4 pp. 14–18	Vocabulary: <i>slave vs. princess</i>	Identify the important characters. <ul style="list-style-type: none"> Continue to co-create a character list
12	Chapters 4–5 pp. 18–22	Vocabulary: <i>fate vs. free will</i>	Make predictions based on what you know about the characters. <ul style="list-style-type: none"> Continue to co-create a character list
13	Chapter 5 pp. 22–24	Vocabulary: <i>pride</i>	Make predictions based on what you know about the characters. <ul style="list-style-type: none"> Continue to co-create a character list
14	Chapter 6 pp. 25–28	Vocabulary: <i>good fortune</i>	Identify the important events. <ul style="list-style-type: none"> Co-create an important events list
15	Chapter 6 pp. 28–30	Vocabulary: <i>talisman</i>	Infer character beliefs.

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
16	Chapter 7 pp. 31–35	Vocabulary: <i>desolate</i>	Infer character feelings. <ul style="list-style-type: none"> Continue to co-create an important events list
17	Chapter 8 pp. 36–42	Vocabulary: <i>honorable</i>	Identify the problems in the story and use them to make predictions. <ul style="list-style-type: none"> Co-create a problems list
18	Chapter 9 pp. 43–49	Vocabulary: <i>omen</i>	Infer character feelings. <ul style="list-style-type: none"> Continue to co-create a problems list
19		Retell summary writing and share out	
20	Chapter 10 pp. 50–54	Vocabulary: <i>disharmony</i>	Identify a major problem and evaluate possible solutions to the problem.
21		Problem/solution/opinion writing and share-out	

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22	Chapters 11–12 pp. 55–61	Vocabulary: <i>burden</i>	Focus on making predictions based on text evidence.
23	Chapter 12 pp. 62–65	Vocabulary: <i>enemies vs. friends</i>	Focus on keeping track of important characters. <ul style="list-style-type: none"> Continue to co-create a character list
24	Outside Text: “Caged Bird” by Maya Angelou		Identify author’s craft. <ul style="list-style-type: none"> Symbolism
25	Chapter 13 pp. 66–71	Vocabulary: <i>pact</i>	Identify cause and effect relationships. <ul style="list-style-type: none"> Co-create a cause and effect chart Continue to mark Sacagawea’s location on the map
26	Chapter 14 pp. 72–75	Vocabulary: <i>motivation</i>	Infer character motives. <ul style="list-style-type: none"> Co-create a motivations chart

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27	Chapter 14 pp. 75–80	Vocabulary: <i>valuable</i>	Infer character traits. <ul style="list-style-type: none"> • Co-create a comparison chart • Continue to mark Sacagawea’s location on the map
28	Outside Text: “Blue Beads”		Gather information from an outside text in order to support understanding.
29	Chapter 15 pp. 81–90	Vocabulary: <i>hardship</i>	Identify author’s craft. <ul style="list-style-type: none"> • Symbolism • Co-create a list of hardships endured • Continue to mark Sacagawea’s location on the map
30		Brainstorm lines of thinking and recall evidence to support each line of thinking.	
31	Chapter 16 pp. 91–99	Vocabulary: <i>curiosity</i>	Focus on brainstorming lines of thinking and revising lines of thinking. <ul style="list-style-type: none"> • Continue to mark Sacagawea’s location on the map
32	Chapter 17 pp. 100–107	Vocabulary: <i>silent</i>	Focus on brainstorming lines of thinking and revising lines of thinking. <ul style="list-style-type: none"> • Continue to mark Sacagawea’s location on the map
33		Choose a line of thinking and recall evidence from the text to support a line of thinking. <ul style="list-style-type: none"> • Co-create an evidence collection box 	

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34	Chapter 18 pp. 108–114	Vocabulary: <i>endure</i>	Focus on important events. <ul style="list-style-type: none"> Continue to co-create a list of hardships endured Continue to collect evidence to support a line of thinking Continue to mark Sacagawea's location on the map
35		Problem/solution/opinion writing and share-out	
36	Chapter 19 pp. 115–123	Vocabulary: <i>enslave vs. free</i>	Infer character feelings. <ul style="list-style-type: none"> Continue to collect evidence to support a line of thinking Continue to mark Sacagawea's location on the map
37	Chapter 20 pp. 124–132	Vocabulary: <i>sacred</i>	Infer character feelings. <ul style="list-style-type: none"> Continue to collect evidence to support a line of thinking
38	Chapter 21 pp. 133–140		Identify the turning point. <ul style="list-style-type: none"> Continue to collect evidence to support a line of thinking
39		Turning point writing and share-out	

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
40	Chapters 22–23 pp. 141–154	Vocabulary: <i>warning</i>	Recognize the author’s use of foreshadowing and make predictions based on clues in the text. <ul style="list-style-type: none"> Continue to mark Sacagawea’s location on the map
41	Chapters 24–27 pp. 155–191		Read-In
42		Synthesis summary writing and share-out	
43	Outside Text: “What Happened to Sacagawea After the Journey?”		Gather information from an outside text in order to support understanding. Evaluate more than one theory. Support your own opinion with textual evidence.
44– 49		Formal Writing: Opinion Essay: Sacagawea is now a U.S. symbol of a woman’s independence. Rivers and mountain peaks have been given her name, statues have been erected in her memory, and her face shines on the U.S. dollar coin. Do you think Sacagawea is deserving of these honors?	