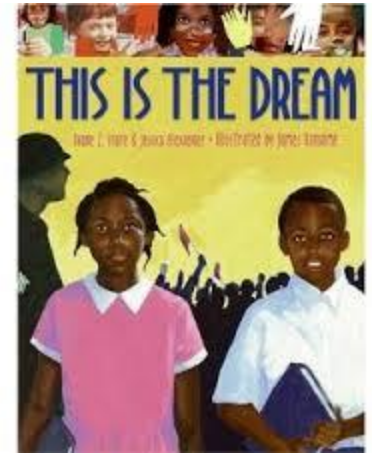


This Is The Dream

Written by: Diane Z. Shore and Jessica Alexander

Illustrated by: James Ransome



This amazingly-illustrated book tells the story of the civil right movement in verse. It clearly shares the struggle of the 1960s and the impact these changes have had on American culture. Because it is written in verse, it is a quick read, but the pictures and text combine to make a powerful retelling of this important time in history!

Possible strategies for instruction:

Comprehension:

- **Use prior knowledge to connect with text:**

- Before reading, activate prior knowledge of the civil rights movement. Consider completing a K/L/W chart where students can identify what they know about the events of the boycotts and marches in the 1960's. (*Consider waiting for the "wonder" part of this chart until you are reading and learning more about your topic because often students cannot ask authentic questions with limited background knowledge.*) During reading, continue this chart by adding new learning from the text.

What I Know	What I Learned	What I Wonder

- On the "Justice for All" page, activate students' prior knowledge about the four civil rights heroes pictured on this page.
- **Ask questions throughout the reading process:**
 - The pictures and text together make this a power book about real events in history. During reading, stop periodically during the first half of the book and ask students to turn and talk about what they are wondering. As students make powerful connections to the children and adults in this book, they are sure to ask questions and wonder deeply. Record questions on K/L/W chart.
 - After reading, return to the questions listed and see if any were answered "right there" in the text. Determine how students will locate answers to any unanswered questions remaining on the chart.
- **Compare and contrast within and between text:**
 - After reading, have students work in partners or small groups to compare and contrast the following scenarios at the beginning and ending of the book:
 - Drinking from water fountains
 - Riding public transportation
 - Eating in restaurants
 - Using public libraries
 - Attending schools

Accuracy:

- **Use the pictures...Do the words and pictures match?**
 - Because most pages have limited text and powerful pictures, as you encounter more difficult words, model for students how to use the pictures to help you identify them. As you continue through the book, invite students to participate in using this strategy to problem solve when you come across unknown words.
 - Remind them that they need to look closely at the letters and sounds in the text to confirm the word. Model this process by making a list of words that would make sense and then narrow the list down by looking closely at beginning, ending and middle sounds in the text as needed.
 - Strong word-picture connections include: fountains, restaurants, libraries, marchers.
- **Chunk letters and sounds together:**
 - Model for students how to chunk words, by writing them onto sticky notes or chart paper so you can demonstrate chunking letters together. As you continue through the text, encourages students to work with their elbow partners to practicing chunking letters and sounds together. This is a great strategy to introduce to students when the pictures are not as helpful in identifying unknown words.
 - Possible words to teacher/reinforce chunking letters and sounds include: separate, selections, enforced, department-store, justice, passengers, ignoring, shimmering, powerful, unwritten.

Fluency:

- **Use punctuation to enhance phrasing and prosody (end marks, commas, etc.):**
 - Because this story is written in verse, it invites oral reading focusing on phrasing and expression. Consider inviting students or groups of students to practice re-reading sections of the text paying close attention to phrasing using the line breaks as indicators.
 - Encourage students to consider how they would be feeling in the situations portrayed on each page of this book. Invite them to indicate these feelings using appropriate expression.
 - This is a fantastic story to turn into a reader's theater for fun and engaging fluency practice.

Expand Vocabulary:

- **Use pictures, illustrations, diagrams:**
 - Choose 2-3 words to highlight from the story. Because the pictures are so dynamic in this book, they are perfect for helping students learn new vocabulary. Record this vocabulary on your class word collect – including student-drawn sketches of each word.
 - Possible vocabulary to highlight includes: freedom, justice, weary, ignoring.

- **Use prior knowledge and context to predict and confirm meaning:**
 - Choose 2-3 words to highlight from the story. Help student infer the meaning of words based on what they know about the civil rights movement and using the pictures and text as clues to vocabulary meaning. With the students, model this strategy by make a chart to identify picture or text clues (including specific clue words), background knowledge and inferred meaning. Consider reminding students to cross-check when they have determined a meaning to be sure they are self-monitoring and confirming the meaning of the word.
 - Possible vocabulary to highlight include: harsh, denying, forge, equal, sought, triumph, rallied.

This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.