Common Core Companion for *Rad American Women A-Z*
by author Kate Schatz + illustrator Miriam Klein Stahl

Below are a list of ideas and text-dependent questions (TDQs) for using the text to reach Common Core Standards for informational text.

Key Ideas and Details:

CCSS.ELA-Literacy.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

A) While reading *A is for Angela* use these questions to address standard 1:
   a. Why was Davis' neighborhood called "Dynamite Hill"?
   b. Given the name of Davis' neighborhood, what might it have been like to grow up there?
   c. Use context clues: what does the word "segregated" mean? What words did you use to determine the meaning?
   d. Why did Davis feel isolated in college?
   e. What is an injustice Davis is currently working on?
   f. What are three of Davis' accomplishments? Cite specific examples from the text.
   g. What evidence is there to suggest Davis liked her high school more than her primary school(s)?

CCSS.ELA-Literacy.RI.4.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

A) While reading *C is for Carol* use these questions to address standard 2:
   a. Look at the image of Burnett: what words might people use to describe her? Cite details from the image in your answer.
   b. What is the main idea of the first body paragraph?
   c. How did Burnett transform during college? Why is this important to the text as a whole?
   d. Summarize the text in one sentence. Provide supporting sentences using key details to support your summary.

CCSS.ELA-Literacy.RI.4.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

A) While reading *J is for Jovita* use these questions to address standard 3:
   a. How do you think Idar's father's job impacted her thinking?
   b. What was the problem at Idar's first teaching job and how did she react? How did this shape the rest of her life?
   c. What might have happened if the Texas Rangers *had* shut down the newspaper?

Craft and Structure:

CCSS.ELA-Literacy.RI.4.4

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

A) While reading *W is for Wilma* use these questions to address standard 4:
   a. Why can we infer drought is a word with a negative connotation?

b. If Mankiller moved to San Francisco, what could be the definitions of "rural" and "urban"? (Have students read the next paragraph for more context clues)
c. Using context clues, what is the meaning of "critic"?

CCSS.ELA-Literacy.RI.4.5
Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
    A) While reading *T is for Temple* use these questions to address standard 5:
        a. How is the text on Temple Grandin organized? Prove it by completing one of the following: flow chart, T-chart, Cause and effect chart, problem/solution chart

CCSS.ELA-Literacy.RI.4.6
Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
        a. N/A

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RI.4.7
Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
    A) While reading *Q is for Queen* use these questions to address standard 7:
        a. Before reading the text, create a story to match the illustration of Queen Bessie. (Compare story to the text after reading)
        b. (Before reading) Given that Bessie's story appears in a book celebrating American Women, what do you think Bessie is famous for?
        c. Revisit the image after reading the text: what message is the illustrator trying to convey?
        d. How, if at all, might you alter the illustration of Bessie to match the text?

CCSS.ELA-Literacy.RI.4.8
Explain how an author uses reasons and evidence to support particular points in a text.
    A) While reading *D is for Dolores* use these questions to address standard 8:
        a. What evidence does the author use to support the claim field workers made very little money?
        b. What evidence supports the use of the term "terrible" to describe the conditions of the farm workers? Do you agree with the use of the term? Explain.
        c. For what reason did the United Farm Workers Association ask people to stop eating grapes?
        d. Why did Huerta write down sexist remarks at meetings?

CCSS.ELA-Literacy.RI.4.9
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
    A) Using the class history text and *Rad American Women A-Z*:
        a. Create a T-Chart comparing the details provided on one or several women from the textbook compared to those in *Rad American Women A-Z*. (Picking a woman barely mentioned in the textbook can lead to a great discussion/debate as to why there is so little information in the textbook)

CLOSE READING WITH *RAD AMERICAN WOMEN A-Z*

X is for the Women Whose Names We Don't Know

First Read:
1) What does the author mean with "didn't get credit for their ideas"?
2) What can we infer about the author's view of history books? Where in the text do you base your answer?
3) What is the overall message of the author in "X"?

Second Read:
1) Why does the author start sentences with only "X" or "The" in the second section?
2) What does the author want the reader to feel in the second section? How does she craft her sentences to elicit this feeling?
3) Which sentence is most powerful in the second section and why?

Third Read:
1) Pick two images on the right and explain why you think the author might think that woman is rad.
2) In the bold introduction to the third section what are the two different connotations the author has for the letter "X"? Support your answer with specific evidence from the text.
3) Where on the spectrum of equality do you think the author feels women are today?
4) Answer the author's concluding question.

*This Common Core Companion was created for Rad American Women A-Z by Leverage Learning Group