Friends Along the Way
by Alice Collins

Fountas-Pinnell Level W
Narrative Nonfiction

Selection Summary
Carrying peace medals as tokens of goodwill, Lewis and Clark and
the Corps of Discovery trekked across unknown territory to the
Pacific Ocean. The expedition, including Sacagawea and her family,
was welcomed and aided by numerous Native American groups along
the way. Without these new friends, the history-making journey on
behalf of President Thomas Jefferson might not have been possible.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Characteristics of the Text</th>
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<tr>
<td>Genre</td>
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<tr>
<td>• Narrative nonfiction</td>
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<tr>
<td>Text Structure</td>
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<tr>
<td>• Narrative divided into seven sections with underlying compare/contrast structure</td>
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<tr>
<td>• Organized categorically as well as in chronological order</td>
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<tr>
<td>Content</td>
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<tr>
<td>• The Corps of Discovery, Lewis and Clark, Sacagawea, Thomas Jefferson</td>
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<tr>
<td>• Native American tribes: Mandan, Hidatsa, Shoshone, Nez Perce, Chinook, Clatsop, Walla Walla</td>
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<tr>
<td>Themes and Ideas</td>
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<tr>
<td>• Graciously accept and offer help when needed.</td>
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<tr>
<td>• Respect and enjoy people, customs, and knowledge from other cultures.</td>
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<tr>
<td>• People can be different from each other and still be friends.</td>
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<tr>
<td>Language and Literary Features</td>
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<tr>
<td>• Polished narrative language</td>
</tr>
<tr>
<td>• Anecdote (Sacagawea’s reunion with her brother)</td>
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<tr>
<td>Sentence Complexity</td>
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<tr>
<td>• A mix of simple, compound, and complex sentences</td>
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<tr>
<td>• Appositional words and phrases</td>
</tr>
<tr>
<td>Vocabulary</td>
</tr>
<tr>
<td>• Many Native American names and terms</td>
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<tr>
<td>• Some challenging vocabulary that depends on use of context clues.</td>
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<tr>
<td>Words</td>
</tr>
<tr>
<td>• Many multisyllable words, some of them challenging, such as intently, reunion, destination, profusely, identified</td>
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<tr>
<td>Illustrations</td>
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<tr>
<td>• Colorful, realistic drawings support the text.</td>
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<tr>
<td>Book and Print Features</td>
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<tr>
<td>• Fourteen pages of text with bold section headings</td>
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<tr>
<td>• Illustrations on all pages, map, chart</td>
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Build Background
Help students use their knowledge of Western exploration to visualize the selection. Build interest by asking questions such as the following: How do you feel when you explore new places for the first time? How do you think this compares to the way new settlers in the West felt when they explored new places? Read the title and author and talk about the cover illustration. Note the names of Native American groups as chapter headings. Tell students that this selection is narrative nonfiction, so it tells a true account of how Lewis and Clark led an expedition westward in the early 1800s.

Introduce the Text
Guide students through the text, noting important ideas, and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

Page 3: Point out the illustration. Suggested language: Read sentence 3 on this page: At that time, little was known about the land that lay between the Mississippi River and the Pacific Ocean. The Lewis and Clark expedition was requested by President Thomas Jefferson. Why do you think exploring the West was so important to Americans?

Pages 4–5: Point out the illustration. Explain that the Mandan and Hidatsa groups lived in what is now North Dakota. Ask: What do you think of the way this Native American tribe lives in such a close-knit group?

Pages 6–7: Look at the pictures on these pages. The Native Americans worked with the members of the expedition. Read the sentence on page 7: Since she was a Shoshone, Lewis and Clark knew Sacagawea could be a real asset to the expedition. Ask: How would it be an asset to have the Shoshone woman with them?

Now return to the beginning of the book and read to find out how friends met along their journey helped Lewis and Clark complete a historic expedition.

Expand Your Vocabulary

accustomed — frequently practiced, used, or experienced, p. 13
hospitable — disposed to treat guests with warmth and generosity, p. 14
asset — a useful or valuable quality, person, or thing, p. 7
terrain — an area of land, ground, p. 9
Read
Have students read silently while you listen to individual students read aloud. Support their understanding of the text as needed.

Remind students to use the Monitor/Clarify Strategy and to find ways to figure out the parts of the text that are confusing.

Discuss and Revisit the Text

Personal Response
Invite students to share their personal responses to the selection.
Suggested language: What did you find most surprising about the text?

Ways of Thinking
As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
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<tr>
<td>• President Jefferson asks Lewis and Clark to explore the territory between the Mississippi River and the Pacific Ocean.</td>
<td>• Respect and learn from other peoples and cultures.</td>
<td>• The section heads help the reader quickly identify Native American groups that helped Lewis and Clark.</td>
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<td>• Sacagawea, with her family, joins the group and helps them communicate with Native American groups along the way.</td>
<td>• Offer help to those in need.</td>
<td>• The illustrations help the reader picture different Native American groups and elements of their cultures.</td>
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<td>• Several groups of Native Americans welcome and help the explorers so they can complete their journey.</td>
<td>• People can be very different from each other and still be friends.</td>
<td>• The chart at the end of the book compares the roles of each Native American group that was discussed.</td>
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Choices for Further Support

- **Fluency** Invite students to choose a passage from the text to act out or use for readers’ theater. Remind them to rehearse unfamiliar names before they read to increase fluency.

- **Comprehension** Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students 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. Remind students that many English words come from the Latin language. For example, plaza (page 4), which is a public square in a city or town, comes from the Latin word platea, which is a courtyard or broad street. Point out that the Spanish word plaza, meaning “square or place,” also comes from this Latin word.
Writing about Reading

Critical Thinking
Have students complete the Critical Thinking questions on BLM 25.9.

Responding
Have students complete the activities at the back of the book, using their Reader’s Notebook. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Main Ideas and Details
Remind students that the main idea is what a text is mostly about. Each main idea is supported by details. Model how to add information to the web, using a “Think Aloud” like the one below:

Think Aloud

The text on this page tells about Lewis and Clark meeting the Walla Walla. I read that Chief Yelleppit gave Clark a white horse and information about their final destination. The tribe also held a celebration. It is not stated directly in the text, but the main idea is that the Walla Walla were very helpful to the expedition. I will add this information to the web.

Practice the Skill
Have students share an example of another story in which they used details in the story to identify a main idea.

Writing Prompt: Thinking Beyond the Text
Have students write a response to the prompt on Teacher’s Guide page 6. Remind them that when they think beyond the text, they use their personal knowledge to reach new understandings.

Assessment Prompts
• What can the reader conclude about Sacagawea from her actions in this story?
• What is an important message in this story?
• Which illustration in the book shows that Sacagawea is remembered and honored today?
**Responding**

**Main Ideas and Details** What is the main idea of the text on page 15? What details support the main idea? Copy and complete the web below.

**Supporting Detail:**

**Supporting Detail:**

**Main Idea:**

**Supporting Detail:**

**Supporting Detail:**

**Supporting Detail:**

**Write About It**

**Text to World** Imagine that you are Meriwether Lewis or William Clark. Think about the help you received from friends along the way. Write a letter describing your gratitude to the people who helped you.

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**Critical Thinking**

Read and answer the question. Possible responses shown.

1. **Think within the text** What did the Mandan help the Corps of Discovery? They traded their food with them in return for goods.

2. **Think within the text** What were Lewis and Clark hoping to find that would speed their journey through the Northwest? Did they find it? They were hoping to find a waterway. They did find one, the Columbia River, after they had crossed the Rocky Mountains.

3. **Think beyond the text** How does the author feel about the role the Native Americans played in the Lewis and Clark expedition? How do you know? The author feels that the Native Americans’ help was invaluable to the expedition. He provides evidence that the Native Americans felt more welcoming to the explorers because she was with them.

4. **Think about the text** What purpose do the headings serve in this book? They tell, in chronological order, the different Native American groups encountered by the expedition, and the help each provided.

**Making Connections** Write a short travel diary describing an imaginary journey or a real trip you have taken. Include information about the help provided by others along the way. Write your answer in your Reader’s Notebook.
Friends Along the Way

Thinking Beyond the Text

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

Remember that when you think beyond the text, you use your personal knowledge to reach new understandings.

On page 3, the narrator says that without the help of the Native Americans, the Lewis and Clark expedition would not have been as successful. What kinds of difficulties do you think Lewis and Clark might have faced without the help of Native Americans? How was the expedition able to avoid such difficulties? Use details from the text to support your response.

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Critical Thinking

Read and answer the questions.

1. **Think within the text**  How did the Mandan help the Corps of Discovery?

2. **Think within the text**  What were Lewis and Clark hoping to find that would speed their journey through the Northwest? Did they find it?

3. **Think beyond the text**  How does the author feel about the role the Native Americans played in the Lewis and Clark expedition? How do you know?

4. **Think about the text**  What purpose do the headings serve in this book?

**Making Connections**  Write a short travel diary describing an imaginary journey or a real trip you have taken. Include information about the help provided by others along the way.

Write your answer in your Reader’s Notebook.
Page 3

It was well-known that several groups of Native Americans occupied the land west of the Mississippi River and its tributaries, and Jefferson knew that Lewis and Clark would encounter them along the way. He also knew that it would be a dangerous journey and wanted to keep the men out of peril. Jefferson wanted the Native Americans to know that Lewis and Clark’s mission was peaceful. To ensure this, he gave peace medals to Lewis and Clark to present to each Native American chief they encountered along the way.

On their journey, the Corps of Discovery did meet various Native American tribes.

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**Behavior** | **Code** | **Error**
---|---|---
Read word correctly | ✓| 0 |
Repeated word, sentence, or phrase | ☐| 0 |
Omission | ☐| 1 |

**Behavior** | **Code** | **Error**
---|---|---
Substitution | cut | 1 |
Self-corrects | cut | 0 |
Insertion | the | 1 |
Word told | ☐| 1 |

**Accuracy Rate**

(# words read correctly/103 × 100)

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Comments: