

LP

Abraham Lincoln

Written by Michael Contreras
Illustrated by Nicholas Jackson

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M. Price -
Wadsworth Inc.





ISBN

Print: 978-1-68153-519-7

ePub: 978-1-68153-520-3

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Abraham Lincoln

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STRUCTURED GUIDED READING

Leveled Books

Beginning with the second grade reading level, lexiles are used to level each book. Other popular leveling systems are provided for comparison. See the back cover.

Organization

Lesson Plan (LP) books are organized into four sections:



Before Reading

It is highly recommended that Structured Guided Reading lessons always begin with **word recognition work** and **oral reading fluency practice** as described in the Before Reading section.

Building Background Knowledge

Teachers introduce unfamiliar concepts, directly teach vocabulary, and explore maps and the geography related to the content of the book.

Read and Discuss

Teachers guide students as they read aloud, in a **small voice**, each page of text. Teachers follow a systematic and structured instructional protocol.

Instruction is standards-based, with particular emphasis on vocabulary and comprehension skills and strategies, and using evidence in text to support text-dependent questions.

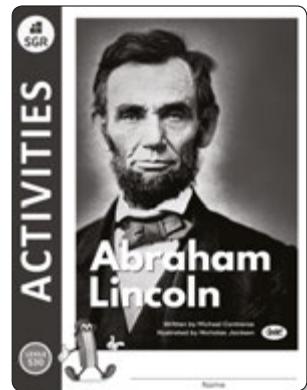
Extended Activities & Assessments

Multiple activities and assessments are available for every book. Descriptions are at the back of each Lesson Plan Book.

Activity Pack

Extended activities and assessments are found in the Activity Packs bundled with the Structured Guided Reading sets of books and lesson plans.

The Activity Packs also may be accessed from our website to view, project, and print.



Structured Lessons

Lessons are structured, systematic, and predictable.

Black font color indicates what the teacher says.

Blue font color indicates a direction or an answer to a question.

Before Reading

Ph
WR

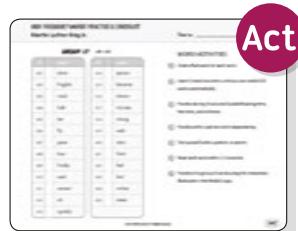
Word Recognition

| HIGH FREQUENCY WORDS GROUP 17 | |
|----------------------------------|---------|
| a01 | work |
| a02 | done |
| a03 | English |
| a04 | need |
| a05 | half |
| a06 | ten |
| a07 | fly |
| a08 | grow |
| a09 | box |
| a10 | finally |
| a11 | want |
| a12 | correct |
| a13 | oh |
| a14 | quickly |
| a15 | person |
| a16 | shown |
| a17 | minutes |
| a18 | strong |
| a19 | verb |
| a20 | stars |
| a21 | front |
| a22 | feel |
| a23 | fact |
| a24 | inches |
| a25 | sheet |

Begin each Structured Guided Reading lesson with a few minutes of word recognition work using the word list found at the back of the student book.

These words represent one group of 25 words from Fry's 1000 Instant Words and words with the most common affixes and Greek/Latin roots.

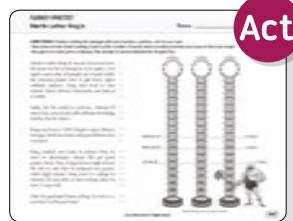
The goal is for students to read each word automatically (1-2 seconds). The High Frequency Word Checklist, found in the Activity Pack, can be used to assess students. It also includes suggested word activities.



Fl

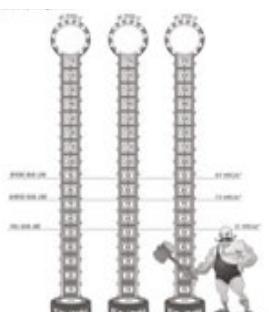
Oral Reading Fluency

Act



Continue with oral reading fluency practice after word recognition work.

In the Activity Pack is a passage taken from this book with numbered lines and three score towers. On the first day in this book, administer a one-minute timed cold read. Students count the number of words read correctly (WRC) and record the WRC in the first score tower.



On subsequent days, students practice oral reading fluency (choral reading, partner reading, independent reading) for 3-4 minutes. Administer a one-minute fluency assessment. Students count the WRC and record the scores in the second score tower.

Students record the final WRC score in the third score tower.



Introduce the Book

Look at the book cover. Read the title of the book and look at the picture on the cover. With your partner, talk about what you think this book might be about.

Ask follow-up questions as needed.

Preview the Book

Open your book to page 3. *Review the Table of Contents.*

Turn to page 18. *Review the glossary, index, and references.*



Glossary

A glossary helps the reader find the meaning of boldface words in the text.

Index

An index helps the reader find information in the text quickly.

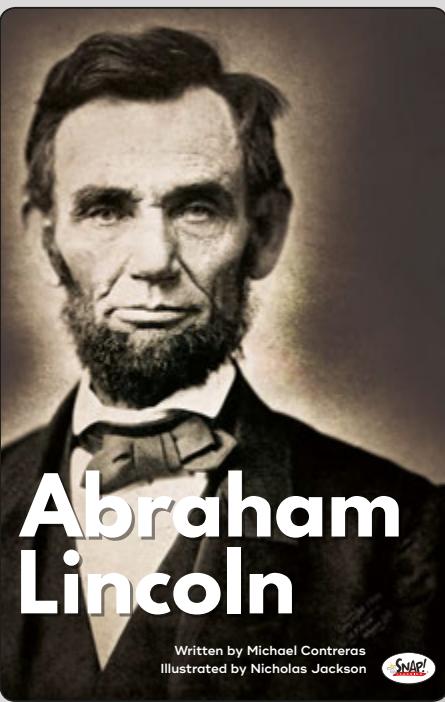
References

The references list the sources the author uses in writing the text.

Browse the book with a partner.

With your partner, predict what you will be learning.

Have students share their predictions.



Abraham Lincoln

Written by Michael Contreras

Illustrated by Nicholas Jackson



Abraham Lincoln

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STRUCTURED GUIDED READING

GLOSSARY

address – a speech given to other people

admire – to look up to, to idolize

back – to support, to side with someone

elect – to vote someone into office

score – a period of 20 years (four score = 80 years)

term – the time that someone is in office

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REFERENCES

Abraham Lincoln (The White House): whitehouse.gov/about/presidents/abrahamlincoln

Abraham Lincoln Presidential Library and Museum: alplm.org

Pascal, J. *Who Was Abraham Lincoln?*

Rappaport, D. *Abe's Honest Words: The Life of Abraham Lincoln*.

Photos: pages 4, 9, 15 (via Wikimedia Commons), page 17 (stockphoto.com).

Abraham Lincoln

Introduce content

Look at the image. What do you see?

Allow time for description. Now, read the words above the image.

Model the pronunciation (A-bruh-ham LING-kuhn).

Let's say it together. *Abraham Lincoln.*

Abraham Lincoln was the 16th president of the United States. You are going to read about Lincoln and why he is one of our most famous presidents.

CD

Make connections

Partner talk about the following.

What do you know about Abraham Lincoln? *Answers may vary.*

What do you know about the job of a president? *Answers may vary.*

BUILDING BACKGROUND KNOWLEDGE

Abraham Lincoln



civil war

Introduce content

Look at the image. What do you see?

Allow time for description. Now, read the words above the image.

*Model the pronunciation (*SIV-uhL WAR*).*

Let's say it together. *Civil War.*

The Civil War in the United States started in 1861 over the issue of slavery. The North thought that people should not have slaves. The South thought that people should be allowed to own slaves.

You are going to read about how the Civil War affected Lincoln and all the people of the United States.

CD

Make connections

Partner talk about the following.

What have you heard about the Civil War? *Answers may vary.*

What is your opinion about slavery? *Answers may vary.*

BUILDING BACKGROUND KNOWLEDGE

Civil War



Wo
Ph**Introduce Vocabulary** (*Only introduce vocabulary words appearing in the day's lesson. Page numbers are noted for each word on the facing page.*)

With your partner, look at the words, the images, and the sentences under each image.

Pronounce

Look at the first word. Listen to me say the word. Let's say it together. Say it one more time by yourself.

Define and Explain

To **operate** (verb) means to manage or be in charge.

Look at the image.

Lincoln operated a small store early in his career.

Read Sentence *Read the sentence with students.***Connect**

What connection can you make with the word?

Repeat the sequence with successful, court, respect.

Successful (adjective) means doing well, prosperous, flourishing.

Look at the image.

It shows a photograph of Lincoln as successful lawyer.

A **court** (noun) is the place where trials are held.

Look at the image.

It shows a photograph of what a courtroom would have looked like during the 1850's.

To **respect** (verb) means to honor or admire someone.

Look at the image.

Other lawyers respected Lincoln.

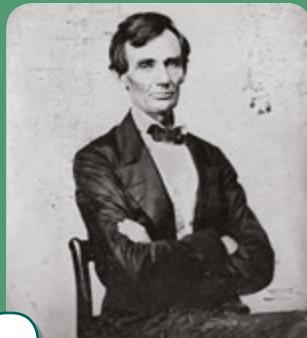
VOCABULARY



p.11

operate

He operated a small store.



p.12

successful

Lincoln worked hard to be a successful lawyer.



p.12

court

He worked on many cases.
He also spent a lot of time
in court.



p.12

respect

The lawyers that he worked
with respected him.

Wo
Ph**Introduce Vocabulary** (*Only introduce vocabulary words appearing in the day's lesson. Page numbers are noted for each word on the facing page.*)

With your partner, look at the words, the images, and the sentences under each image.

Pronounce

Look at the first word. Listen to me say the word. Let's say it together. Say it one more time by yourself.

Define and Explain

To **declare** (verb) means to make a public statement or announcement.

Look at the image. Lincoln made a public statement declaring all slaves free.

Read Sentence *Read the sentence with students.***Connect**

What connection can you make with the word?

Repeat the sequence with aggressive, general, surrender.

Aggressive (adjective) means bold or forceful.

Look at the image.

The man has an aggressive look on his face.

A **general** (noun) is a person who has a high or position in the army.

Look at the image.

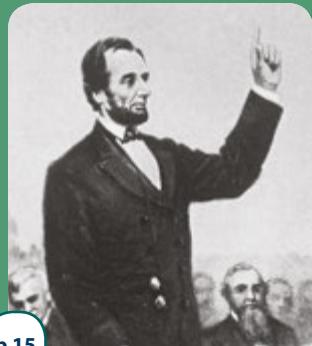
This is a photograph of General Grant.

To **surrender** (verb) means to quit or give up.

Look at the image.

This is an illustration of General Lee surrendering Grant.

VOCABULARY



p.15

declare

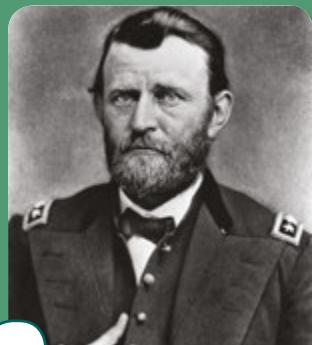


p.15

aggressive

Since he had these views, he declared all slaves free in 1863.

He was an aggressive general who won many battles.



p.15

general

He was an aggressive general who won many battles.



p.15

surrender

The South's general surrendered on April 9, 1865. The North won the war.

VI

TF

Introduce Map

While reading today, you will learn about important places in Lincoln's life.

Explore Map

Locate the title of the map, the compass, and the map legend (if included). Explain the purpose of each. *Pause*.

Learn

What states are locations for important places in Lincoln's life?

Illinois, Indiana, Kentucky are important places in Lincoln's life.

Using the map compass, determine which state is the farthest west.

Illinois is the farthest west.

Scavenger Hunt

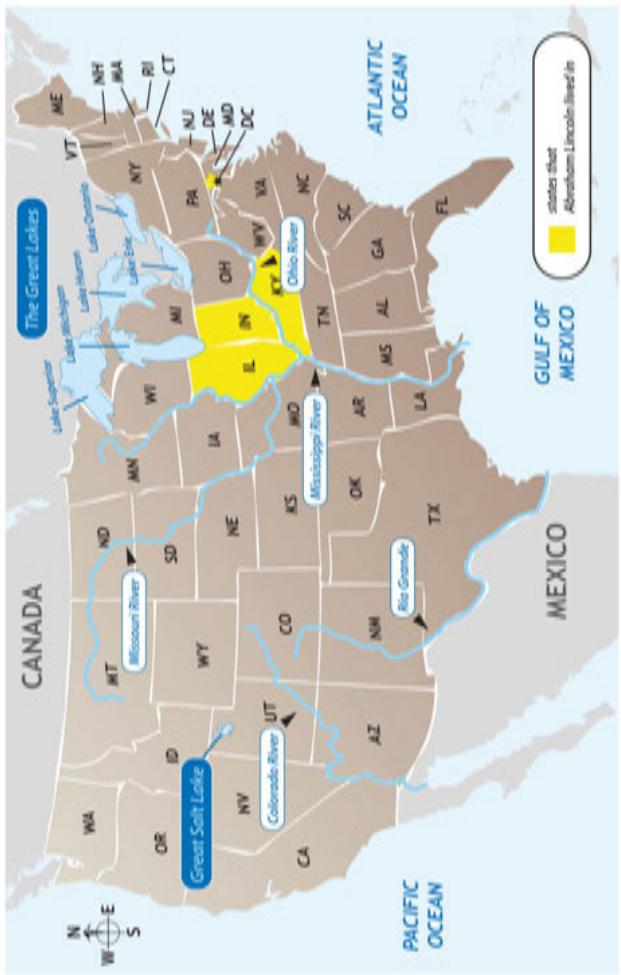
Which other location is an important part of Lincoln's life?

Washington, DC, is also an important place in Lincoln's life.

Which two rivers form borders of the states that are important places in Lincoln's life? *The Mississippi and Ohio Rivers form borders of the states that are important places in Lincoln's life.*

MAPS AND STUFF

CONTINENTAL UNITED STATES OF AMERICA MAP





Read & Discuss 1

TF

Explore the Text

Identify the text features (headings, photographs, illustrations, captions, maps, etc.). Using the text features, predict what you might learn from reading this passage. *Discuss*.

TC

Read

Read the text to predict what you will be learning about Abraham Lincoln. If you finish reading before others, read the text again.

CD

Discuss

Turn to your partner and discuss what you will be learning about Abraham Lincoln. Cite examples from the text.

Text Dependent Questions

Answer the following questions using evidence from the text to support your answer. *Questions are outlined in either red or blue. If there is textual evidence to support an answer, it is underlined in a corresponding color within the text.*

MI

Reread paragraph 1.

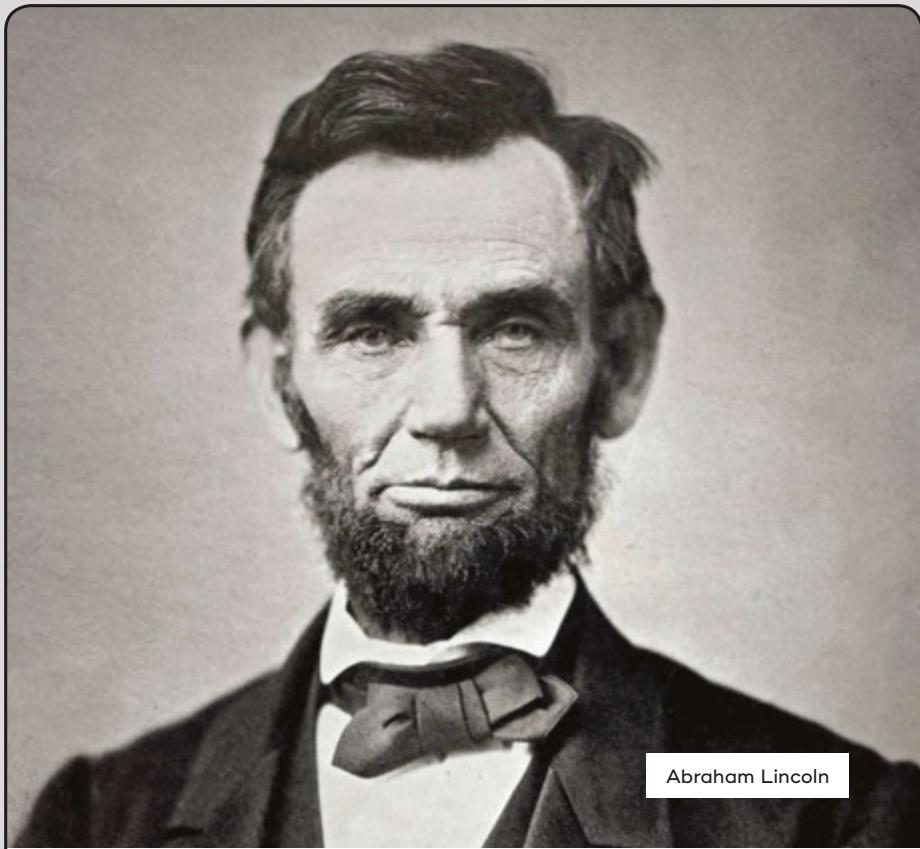
What is the main idea of the paragraph? *The main idea of the paragraph is that Lincoln was an unlikely choice for president.*

Wo
Ph

Inf

Reread paragraph 2.

To what is the author referring when he says the country elected "a man like this"? *When he says "a man like this" the author is referring to the fact that Lincoln was born in a log cabin and spent just one year in school.*



Abraham Lincoln

Introduction

- 1 How many people would vote for a president who was born in a log cabin? How about one who spent just a year in school?
- 2 Our country elected a man like this. His name was Abraham Lincoln. He was president 150 years ago. People still admire him today.

TF

Explore the Text

Identify the text features (headings, photographs, illustrations, captions, maps, etc.). Using the text features, predict what you might learn from reading this passage. *Discuss*.

TS

Teach

Writers use text structure to organize information. This author uses a cause and effect text structure. Some signal words include: because, so, reason why.

TC

Read

Read the text to learn what effects living on the frontier had on Lincoln's education. Be prepared to identify the effects. If you finish reading before others, read the text again.

Rel

Discuss

Turn to your partner and discuss what effects living on the frontier had on Lincoln's education. Cite examples from the text.

CD

Text dependent questions

Answer the following questions using evidence from the text to support your answer. *Questions are outlined in either red or blue. If there is textual evidence to support an answer, it is underlined in a corresponding color within the text.*

Inf

Reread paragraphs 3-4.

What were some of the hardships Lincoln endured as a child?

Lincoln's life as a child was difficult. He did not like working on the farm.

His mother died when he was young, and he moved with his father from Kentucky to Indiana which he described as a "wild region."

PoV

TF

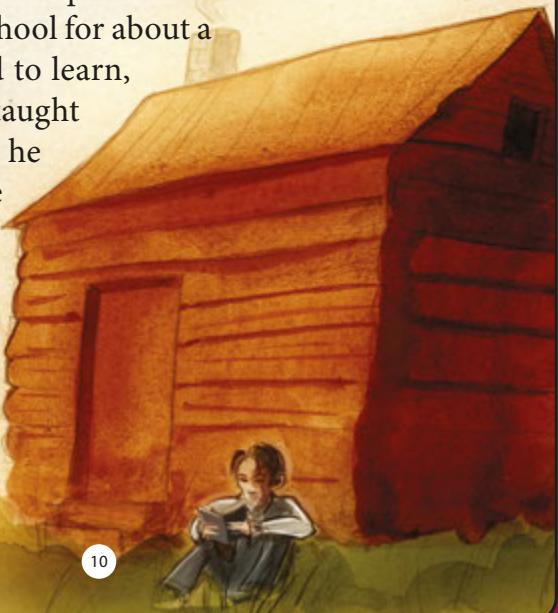
Reread paragraph 4.

Explain how it is different from the paragraphs preceding and following it.

Paragraph 4 is written in the first person and is Lincoln's own words. Lincoln may have kept a journal or written a book. The type font is different to set it off from the rest of the text.

The Early Years

- 3 Lincoln was born in 1809 on a farm in Kentucky. He had a rough life. He despised working on the farm. This is how he described his family and his childhood:
- 4 *"My mother ... died in my tenth year. ... My father ... removed from Kentucky to ... Indiana, in my eighth year. ... It was a wild region, with many bears and other wild animals still in the woods. There I grew up. ... Of course when I came of age I did not know much. Still somehow, I could read, write ... but that was all."*
- 5 Getting an education was not easy because Lincoln lived on the frontier. It was a wilderness area. There were few schools. His parents were not educated. He only went to school for about a year. Lincoln liked to learn, so he mostly taught himself. Because he liked to learn, he read every book that he could find. This was a reason why he borrowed books from neighbors.



TF

Explore the Text

Identify the text features (headings, photographs, illustrations, captions, maps, etc.). Using the text features, predict what you might learn from reading this passage. *Discuss*.

VI

Teach

Writers use text features to add content information and support comprehension. On this page, you see a map. This map supports your understanding of the important places in Lincoln's life.

TF

TC

VI

TF

Read

Read the text to learn how the map supports understanding of the important places in Lincoln's life. Be prepared to identify how the map supports your understanding of the text. If you finish reading before others, read the text again.

CD

Discuss

Turn to your partner and discuss how the map supports understanding of the important places in Lincoln's life. Cite examples from the text.

Wo
Ph

DT

Reread paragraph 6.

Explain how Abraham Lincoln was given the nickname "Honest Abe."

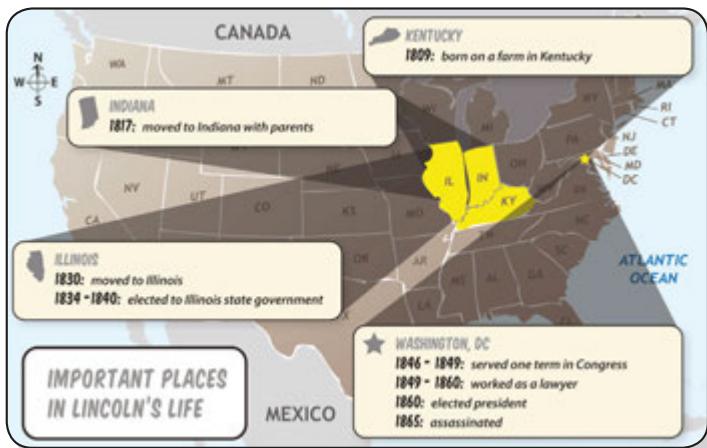
Lincoln operated a small store. He was fair and never cheated anyone, earning the nickname "Honest Abe."

DT

Reread paragraph 7.

Explain how Lincoln became a lawmaker.

Lincoln was a great public speaker and people thought he could be a good leader, so they elected him to the Illinois state government.



An Honest Leader

- 6 At age 21, Lincoln moved to Illinois. He operated a small store. The people there loved him. He was fair and never cheated people, so they called him “Honest Abe.”
- 7 Lincoln was a great public speaker, and people thought that he could be a good leader. He was elected to the Illinois state government in 1834. Now, he was a lawmaker. Every two years, he ran for re-election. He was re-elected three times, and the last time was in 1840.
- 8 In 1846, he ran for Congress and won. The next year, he went to Washington, D.C., to serve in Congress. He promised to serve just one term of two years. When his term ended in 1849, he decided to work as a lawyer.

TF

Explore the Text

Identify the text features (headings, photographs, illustrations, captions, maps, etc.). Using the text features, predict what you might learn from reading this passage. *Discuss*.

Teach

Good readers use comprehension strategies to help them understand what they read. Visualizing is one of these strategies.

While reading, good readers make a movie of the text in their head. Good readers can see what they are reading.

TC

Read

Read the text. Use the visualizing strategy to make a movie in your head. If you finish reading before others, read the text again.

CD

Discuss

Turn to your partner and discuss how the visualizing strategy helped you understand the text. Cite examples from the text.

DT

Text Dependent Questions

Answer the following questions using evidence from the text to support your answer. *Questions are outlined in either red or blue. If there is textual evidence to support an answer, it is underlined in a corresponding color within the text.*

Reread paragraph 9.

Explain how Lincoln became a lawyer. *Lincoln worked hard to become a lawyer by reading law books on his own.*

DT

Reread paragraph 10.

Why did lawyers start calling Lincoln Honest Abe?"?

Lawyers started calling Lincoln "Honest Abe" because he never told a lie.

Life as a Lawyer

- 9 Lincoln worked hard to be a **successful** lawyer. He never even studied at a law school. He read so many law books that he became a lawyer on his own.
- 10 He worked on many cases. He also spent much of time in **court**. The lawyers that he worked with **respected** him. They also called him “Honest Abe” because he never told a lie.

Fun Fact

Lincoln started wearing a beard after an 11-year-old girl wrote him. She asked him to let his “whiskers” grow.



TF

Explore the Text

Identify the text features (headings, photographs, illustrations, captions, maps, etc.). Using the text features, predict what you might learn from reading this passage. *Discuss*.

VI

Teach

TF

Writers use text features to add content information and support comprehension. On this page, you see a map. This map extends your understanding of the division of states during the Civil War.

TC

Read

Read the text to learn how the map extends your understanding of the division of states during the Civil War.

VI

TF

Be prepared to identify how the map extends your understanding of the text. If you finish reading before others, read the text again.

CD

Discuss

Turn to your partner and discuss how the map extends your understanding of the division of states during the Civil War. Cite examples from the text.

Text Dependent Questions

Answer the following questions using evidence from the text to support your answer. *Questions are outlined in either red or blue. If there is textual evidence to support an answer, it is underlined in a corresponding color within the text.*

DT

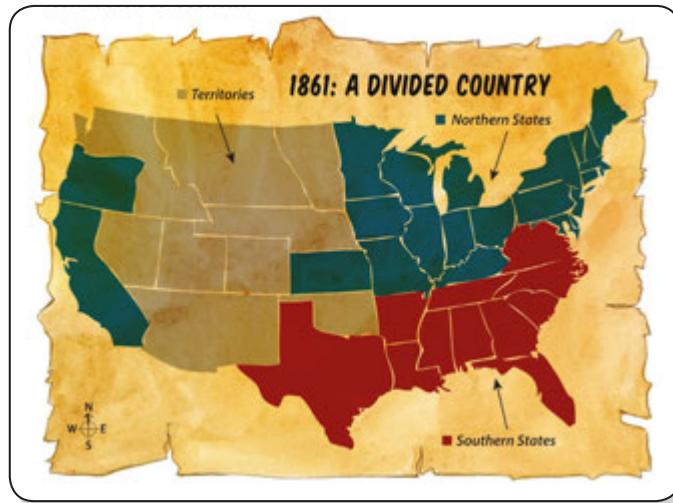
Reread paragraph 11.

Explain why Lincoln was not popular in some areas of the United States.
Lincoln was supported by the states in the North who opposed slavery. He was not popular with the states in the South who favored slavery.

Inf

Reread paragraph 12.

What crisis did Lincoln face when he became president?
After he became president, the South split from the United States and fought the North in the Civil War over the issue of slavery.



Tough Times as President

- ¹¹ Lincoln ran for president in 1860 and won. However, some people did not like “Honest Abe.” Slavery was a big issue. Some farmers used slaves to pick crops. States in the South allowed this. Lincoln got his support from states in the North. Those states did not allow slavery.
- ¹² Once he was elected, Southern states took a big risk. They split from the United States. These states formed their own country. Lincoln faced a huge crisis as he became president. He feared that slavery would spread. He could not let this happen. Things got so bad that the Civil War broke out in 1861. The North and South fought each other. This was the worst possible way to start his term.

TF

Explore the Text

Identify the text features (headings, photographs, illustrations, captions, maps, etc.). Using the text features, predict what you might learn from reading this passage. *Discuss*.

TC

Read

Read the text to learn about the Gettysburg Address.
If you finish reading before others, read the text again.

DT

CD

Discuss

Turn to your partner and discuss the Gettysburg Address.
Cite examples from the text.

In�

Text Dependent Questions

Answer the following questions using evidence from the text to support your answer. *Questions are outlined in either red or blue. If there is textual evidence to support an answer, it is underlined in a corresponding color within the text.*

Reread paragraph 13.

Why was Lincoln's speech called the "Gettysburg Address"? *Lincoln's speech was called the "Gettysburg Address" because the battle of Gettysburg was an important win for the North and a soldiers' cemetery was set up there.*

Pur

Reread paragraphs 14-15.

What was the purpose of the Gettysburg Address? *In the Gettysburg Address, Lincoln said that people wanted freedom when the United States was formed and he wanted freedom for all people after the war too.*

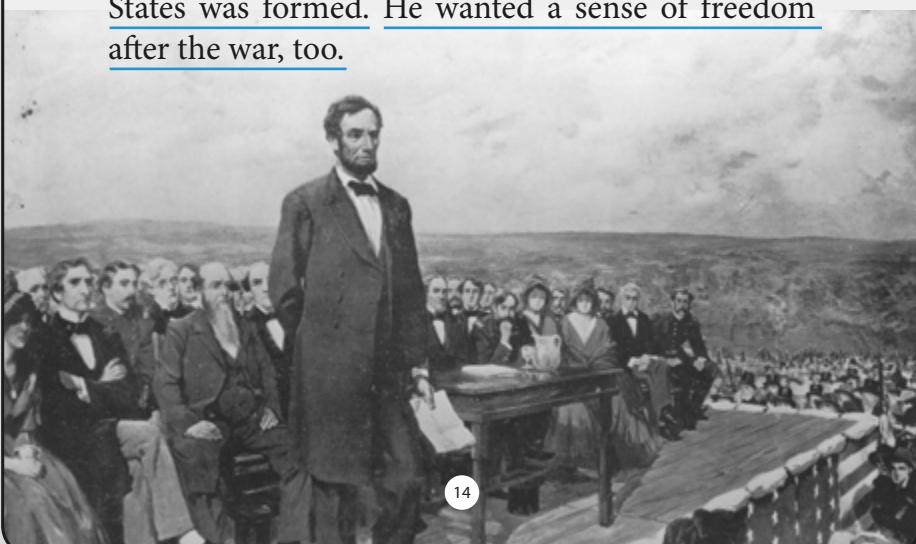
The Gettysburg Address

- 13 Both sides lost many men in the war. The most famous battle was at Gettysburg in 1863. It was a big win for the North. Later, a cemetery was set up for those who died there. Lincoln gave a speech:

14

*“Four score and seven years ago
our fathers brought forth, upon this
continent, a new nation, conceived in
liberty, and dedicated to the proposition
that all men are created equal.”*

- 15 His famous speech is the Gettysburg **Address**. He said that people wanted freedom when the United States was formed. He wanted a sense of freedom after the war, too.



TF

Explore the Text

Identify the text features (headings, photographs, illustrations, captions, maps, etc.). Using the text features, predict what you might learn from reading this passage. *Discuss*.

TS

Teach

Writers use text structure to organize information. This author uses a cause and effect text structure. Some signal words include: since, reason why, because.

TC

Read

Read the text to learn the effects of Lincoln's wartime views. Be prepared to identify the effects. If you finish reading before others, read the text again.

Rel

CD

Discuss

Turn to your partner and discuss the effects of Lincoln's wartime views. Cite examples from the text.

Text Dependent Questions

Answer the following questions using evidence from the text to support your answer. *Questions are outlined in either red or blue. If there is textual evidence to support an answer, it is underlined in a corresponding color within the text.*

DT

Reread paragraph 16.

Why did Lincoln want the war to end soon? *Lincoln wanted the war to end soon because he wanted the country to heal and move on.*

DT

Reread paragraph 18.

How did Lincoln help the South after their surrender? *After their surrender, Lincoln welcomed the South back because he wanted the country to heal and he had ideas to help each state rebuild.*



Ulysses S. Grant

Wartime Views

- ¹⁶ Lincoln fought for freedom. However, he wanted the war to end soon. He wanted the country to heal and move on.
- ¹⁷ His wartime actions were an effect of these views. Since he had these views, he declared all slaves free in 1863. Lincoln's views were a reason why he put a new man in charge of his armies in 1864. His name was Ulysses S. Grant. He was an aggressive general who won many battles.
- ¹⁸ Lincoln also welcomed the South back because of his views. Lincoln wanted the country to heal. He had ideas to help each state rebuild. The South's general surrendered on April 9, 1865. The North won the war.

TF

Explore the Text

Identify the text features (headings, photographs, illustrations, captions, maps, etc.). Using the text features, predict what you might learn from reading this passage. *Discuss*.

Teach

Good readers use comprehension strategies to help them understand what they read. Visualizing is one of these strategies.

While reading, good readers make a movie of the text in their head. Good readers can see what they are reading.

TC

Read

Read the text. Use the visualizing strategy to make a movie in your head. If you finish reading before others, read the text again.

CD

Discuss

Turn to your partner and discuss how the visualizing strategy helped you understand the text. Cite examples from the text.

Text Dependent Questions

Answer the following questions using evidence from the text to support your answer. *Questions are outlined in either red or blue. If there is textual evidence to support an answer, it is underlined in a corresponding color within the text.*

WM

Reread paragraph 19.

Why does the author begin this paragraph with the word “sadly”?

The author begins this paragraph with the word “sadly” because Lincoln had ideas for helping the South rebuild, but he would never get to help them rebuild.

Rel

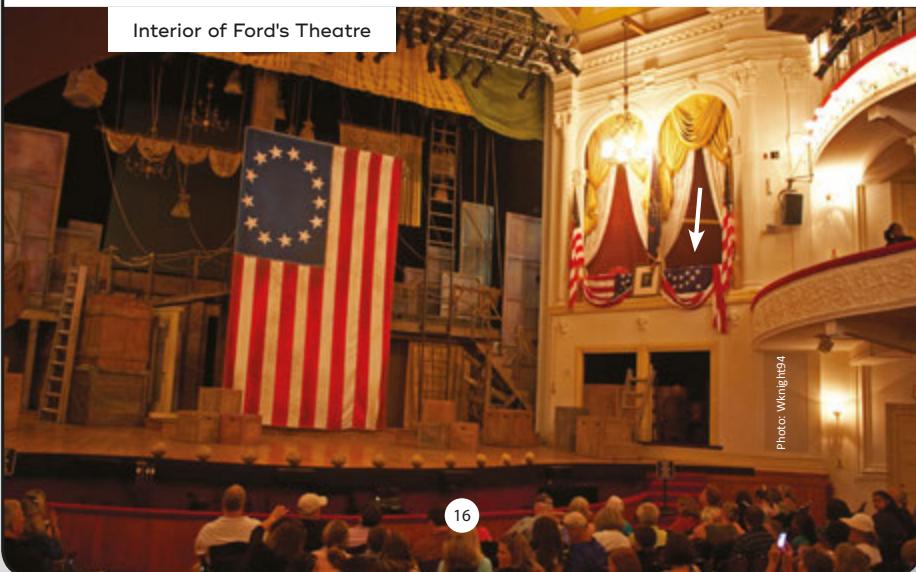
Reread paragraph 20.

Explain the circumstances of Lincoln’s death.

Lincoln and his wife, Mary, went to Ford’s theater to watch a play. John Wilkes Booth, who had supported the South in the war, shot him.

Final Days

- 19 Sadly, Lincoln never saw the South rebuild. Many people disliked his views. After the war, some were still mad.
- 20 On April 14, 1865, Lincoln and his wife went to Ford's Theatre in Washington. It was five days after the South's surrender. They saw a play called "Our American Cousin." They sat in the balcony, above the stage. A man named John Wilkes Booth went to the balcony and shot Lincoln. He was an actor. He had even performed once in front of Lincoln at the theater. Booth backed the South in the war.
- 21 Lincoln was rushed to a house nearby. He died the next day.



TF

Explore the Text

Identify the text features (headings, photographs, illustrations, captions, maps, etc.). Using the text features, predict what you might learn from reading this passage. *Discuss*.

TC

Read

Read the Conclusion.

If you finish reading before others, read the text again.

CD

Discuss

Turn to your partner and discuss how Lincoln is remembered today.

Cite examples from the text.

Teach SKILL

RE

1. Model

In an expository text, the author not only writes facts, but sometimes includes opinions. Facts are things that can be proven. Opinions cannot be proven. Opinions are statements some people believe to be true, but others may disagree.

It is important to know the difference between the two so that you know what is true and what can be argued.

For example, if I read in the paper that the temperature outside was 75 degrees yesterday, then that is a fact. It can be proven. However, if I say yesterday was a beautiful day, then that is an opinion because it is something I believe, but others may disagree. It cannot be proven.

2. Practice

Reread paragraph 23. Let's read the second sentence together. "His birthday in February is a holiday." This is a fact because it can be proven.

Now read the first sentence. "Long after his death, the people of the United States still admire "Honest Abe." This is an opinion. Some people may think this and others may not. Now with your partner, find one more fact and one more opinion.

3. Discuss

How can knowing the difference between fact and opinion help you as a reader? *Knowing the difference between facts and opinions helps you know what is true and what may not be.*

IN THIS TEMPLE
AS IN THE HEARTS OF THE PEOPLE
FOR WHOM HE SAVED THE UNION
THE MEMORY OF ABRAHAM LINCOLN
IS ENSHRINED FOREVER.

The Lincoln Memorial in Washington D.C.



Conclusion

- 22 Lincoln is one of our most famous presidents. The country was at war for most of his time in office. He tried to keep the country together.
- 23 Long after his death, we still admire “Honest Abe.” His birthday in February is a holiday. Even a state slogan bears his name. Illinois is known as the Land of Lincoln.

Fun Fact

Lincoln's face is on the penny and the \$5 bill.

VI

TF

**MAP**

Students complete the missing elements on the map used during the lesson. They are asked to add a title, a compass, and to label elements such as bodies of water and continents.

Research indicates that skilled readers search for organizational aids as tools for studying.

Wo

Ph

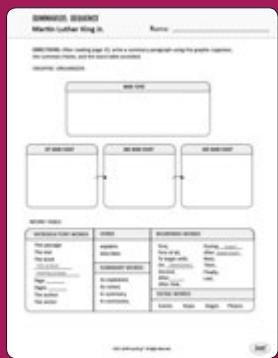
**VOCABULARY**

Students complete the vocabulary graphic organizer and write a synonym or personal meaning for each word.

Students make a connection to each word with illustrations, word associations, or any other visual cue that will help them remember the meaning. Research indicates effective vocabulary instruction relates new words to the background knowledge of students and includes active involvement with the new word.

TS

WP

**TEXT STRUCTURE**

There are two opportunities to teach a specific text structure in each lesson plan. The text structure graphic organizer is provided to support these lessons.

Students complete the graphic organizer either with the teacher during the structured guided reading lesson, or as an independent activity. Research indicates semantic organizers and cognitive maps with a framed outline are highly effective in improving reading comprehension.

Sum

IE

Nar

CW

WP

RoW

This image shows a summary frame for the text about Martin Luther King Jr. It includes fields for the title, author, date, and a main idea sentence. Below these are three large boxes for writing a summary paragraph.

SUMMARIZE

A summary frame accompanies the text structure graphic organizer. These frames provide students with an organizational aid and the scaffolding they may need for writing a summary of specified text.

Students use information from the previously completed text structure graphic organizer, an accompanying word table of transitions, and the summary frame to write a one paragraph summary. Research indicates that summarizing is essential to comprehension.

Sum

This image shows a CLOZE frame for the text about Martin Luther King Jr. It contains a passage with several blanks for students to fill in based on their comprehension of the text.

CLOZE

This CLOZE is a summary of the text. The CLOZE indicates students' comprehension of the text. Prior to completing the CLOZE, students reread the entire text.

Students complete the CLOZE assessment without looking back in the text. Research indicates CLOZE activities force the reader to think about the passage and to choose words to insert in the blanks that fit the meaning, structure, and genre of the piece.

DT

Sum

MI

Rel

TS

This image shows a comprehension check frame for the text about Martin Luther King Jr. It contains five multiple-choice questions related to the text.

COMPREHENSION CHECK

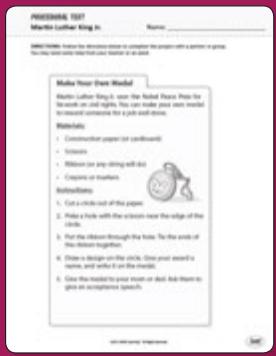
Students answer 5 multiple-choice questions about the text.

After correcting and scoring the Comprehension Check, choose the two or three most difficult questions and either reteach the content or teach test-taking strategies needed to find the correct answer. These tips will help students choose the best answer:

1. *Find the key words in the question.*
2. *Eliminate answers you know are incorrect.*
3. *Know the difference between literal and inferential questions.*

TS

CD



FOLLOWING DIRECTIONS: PROCEDURAL TEXT

The Following Directions activities provide an opportunity for students to read and demonstrate their understanding of procedural text.

If time permits, have students work with a partner or group to complete the project by collecting the needed materials or ingredients, and following the directions as written. Students may need the help of the teacher or an adult.

The questions provided below can be used to assess the students' understanding of the steps involved and the materials needed.

Research indicates that students need direct instruction in strategies to help them become independent learners when confronted with procedural text.

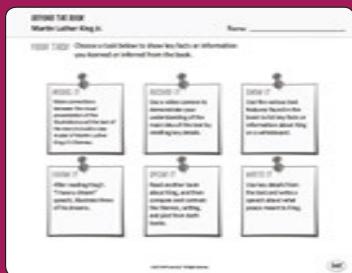
SUGGESTED QUESTION STEMS FOR PROCEDURAL TEXT:

- What are the two main components of procedural text?
- What materials (ingredients, tools) are needed for this activity?
- What is the first step, third step, last step, etc... for completing this activity?
- What do you do before (after) you?
- Why do you _____ before (after) _____?

PoI

MM

IE



BEYOND THE BOOK

The Beyond the Book activities allow students to demonstrate their understanding of the text in a manner they choose.

Students may choose to model, record, show, draw, speak, or write about a topic. Research indicates that students must perform using knowledge to convince us that they really understand material that quizzes and short-answer tests only suggest they understand.

COLLEGE AND CAREER READINESS *Standards*

Literary Text

| | | | |
|---|--------------------------|------------|----------------------------------|
| DT | Details in Text | Inf | Inference |
| CM | Central Message | Th | Theme |
| CSE Characters, Settings, and Events | | | Rel Relationships in Text |
| Wo Ph Words and Phrases | | | Wo Ph Words and Phrases |
| SS | Story Structure | TS | Text Structure |
| PoV | Point of View | Pur | Purpose |
| IS | Illustrations in Stories | VI | Visual Information |
| RE Reasons and Evidence | | | |
| CC | Compare and Contrast | CC | Compare and Contrast |
| TC | Text Complexity | TC | Text Complexity |

Informational Text

| | | | |
|----------------------------------|----------------------|------------|----------------------|
| DT | Details in Text | Inf | Inference |
| MI | Main Idea | Sum | Summary |
| Rel Relationships in Text | | | |
| Wo Ph Words and Phrases | | | |
| TS | Text Structure | Pur | Purpose |
| TF Text Features | | | |
| RE Reasons and Evidence | | | |
| CC | Compare and Contrast | CC | Compare and Contrast |
| TC | Text Complexity | TC | Text Complexity |

Foundational Skills

| | |
|--------------|------------------------------|
| Ph WR | Phonics and Word Recognition |
| Fl | Fluency |

Writing

| | |
|------------|-----------------------------|
| I/E | Informational / Explanatory |
| Nar | Narrative |
| O/A | Opinion / Argumentative |
| CW | Coherent Writing |
| WP | Writing Process |
| RoW | Range of Writing |

Speaking and Listening

| | |
|------------|-----------------------------|
| CD | Collaborative Discussion |
| PoI | Presentation of Information |
| MM | Multimedia |

Language

| | |
|--------------|---|
| WM | Word Meaning |
| FL WR | Figurative Language, Word Relationships |

LEXILE

GLE*

FP*

DRA*

**WORD
COUNT**

530

2,3

J,K

20

917

**Estimated Level*

GLE: Grade Level Equivalent

FP: Fountas and Pinnell

DRA: Developmental Reading Assessment

