

LAWS AND RULES

Written by Marilyn Baker





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LAWS AND RULES

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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.

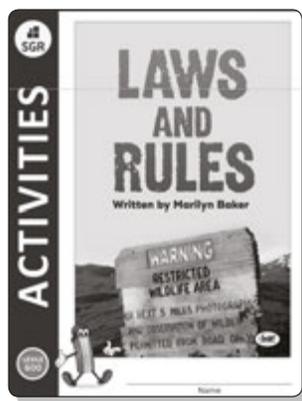
Extended Activities & Assessments

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

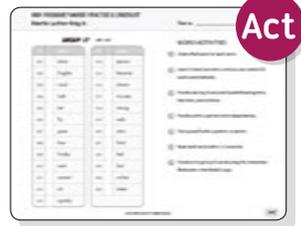
| HIGH FREQUENCY WORDS GROUP 17 #11-#25 | |
|--|--------------|
| #11: done | #14: person |
| #12: English | #15: become |
| #13: road | #16: shown |
| #14: halt | #17: minutes |
| #15: ten | #18: strong |
| #16: fly | #19: web |
| #17: base | #20: store |
| #18: finally | #21: foot |
| #19: wait | #22: feel |
| #20: correct | #23: fact |
| #21: oh | #24: inches |
| #22: quickly | #25: street |

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.

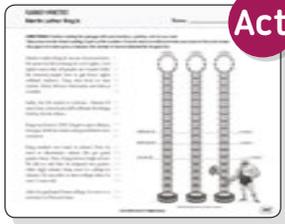
The goal is for students to read each word automatically (1-2 seconds). The High Frequency Word Checklist,

found in the Activity Pack, can be used to assess students. It also includes suggested word activities.



F1

Oral Reading Fluency

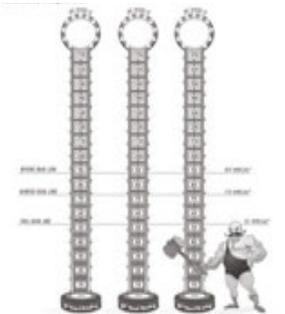


Continue with oral reading fluency practice after word recognition work.

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.



CD

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.*

TS

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.

LAWS AND RULES

Written by Marilyn Baker



LAWS AND RULES

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STRUCTURED GUIDED READING

3

GLOSSARY

courtroom — the place where a judge listens to cases

crime — something that is against the law

elect — to put someone in charge by voting

government — a group in charge of a state or country

guilty — responsible for doing something bad or wrong

limit — the most you are allowed to do or have

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REFERENCES

Dumb Laws: <http://dumblaws.com>

Kids in the House: <http://kids.clerk.house.gov>

Linz, K. *Chickens May Not Cross the Road and Other Crazy (But True) Laws*.

Scheppeler, B. *How a Law is Passed*.

Photos: pages 4, 7, 9–10, 14–15 (istockphoto.com), pages 4–7 (pixabay.com), page 6 (unsplash.com)

18

rule

Introduce content

Look at the first image. What do you see?

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

Model the pronunciation (ROOL). Let's say it together. *Rule.*

A rule is a standard that guides our behavior and action. Rules are used in games, in the classroom, and even on the playground. You are going to read about why we have rules and how they are important.

CD

Make connections Partner talk about the following.

What rules do you have to follow at school? *Answers may vary.*

What rules do you have to follow at home? *Answers may vary.*

law

Introduce content

Look at the second image. What do you see?

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

Model the pronunciation (LAW). Let's say it together. *Law.*

A law is a rule made by a governing body and enforced by the judicial system. You are going to read about how our country is based on a set of laws called the constitution. You will also learn who makes the laws in our country and who makes sure the people follow the laws.

CD

Make connections Partner talk about the following.

Do you know of any laws you must obey? *Answers may vary.*

BUILDING BACKGROUND KNOWLEDGE

rule



law



court

Introduce content

Look at the image. What do you see?

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

Model the pronunciation (KOHRT). Let's say it together. *Court.*

In a court, a judge and jury decide if a law has been broken. You are going to read about why a court is important to enforce laws in our country and about the people you will find in a court room.

CD**Make connections**

Partner talk about the following.

Have you seen pictures of a courtroom on television or in a movie?

Answers may vary.

BUILDING BACKGROUND KNOWLEDGE

court





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 sentence(s) under each picture.

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

A **state** (noun) is an area that is part of a country. It makes its own state laws but also follows the laws of the country.

Look at the image.

It shows many states on the eastern part of the United States.

Read Sentence *Read the sentence with students.*

Connect

What connection can you make with the word?

Repeat the sequence with fair, traffic, constitution.

Fair (adjective) means just and good for all.

Look at the image.

A gavel is used by the judge to keep order in the court.

Traffic (noun) is the movement of cars and vehicles on a road.

Look at the image.

This car is traveling on a road that has no other traffic.

A **constitution** (noun) is a written document that contains the laws of a country.

Look at the image.

The constitution was written many years ago.

VOCABULARY



p.9

state

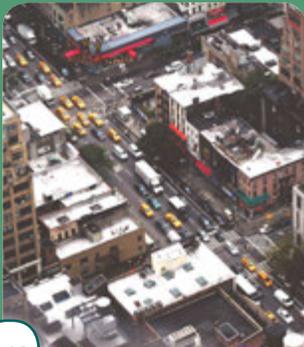
Some rules are for everyone in a state or a country.



p.10

fair

When everyone plays a game by the rules, we know the game is fair.



p.10

traffic

Rules and laws also help keep us safe. One example is traffic laws.



p.11

Constitution

Our country is based on a set of laws called the Constitution.



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 sentence(s) under each picture.

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

A **judge** (noun) is a person who supervises court trials and instructs the jury.

Look at the image.

The judge uses a gavel to keep order in the courtroom.

Read Sentence *Read the sentence with students.*

Connect

What connection can you make with the word?

Repeat the sequence with jail, jury, lawyer.

A **jail** (noun) is a place for keeping people who have broken laws.

Look at the image.

It shows the inside of a jail.

A **jury** (noun) is a group of people chosen to decide if someone is guilty of a crime.

Look at the image.

People in a jury listen to both sides of an argument.

A **lawyer** (noun) is a person who gives advice about laws and represents people in court.

Look at the image.

The lawyer carries speaks to the jury.

VOCABULARY



p.13

judge

Citizens also elect the president and the governors of states. In some states, citizens also vote for judges.



p.14

jail

But a person who breaks a criminal law may have to go to jail.



p.15

jury

But sometimes, the decision is made by a jury.



p.16

lawyer

Most people have a lawyer talk for them.



VI

Introduce Map

While reading today, you will learn about the United States.

TF

Explore Map

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

Learn

How many states are part of the United States?

There are 50 states in the United States.

Which two states are not part of the continental United States?

Alaska and Hawaii are not part of the continental United States.

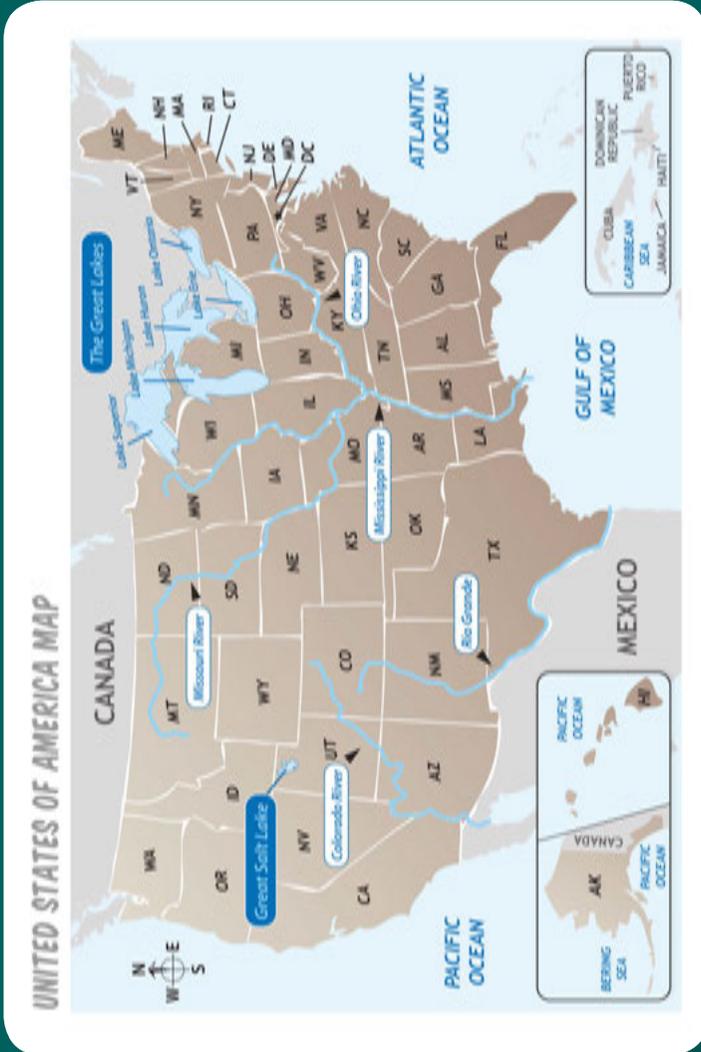
Scavenger Hunt

What islands are located south of Florida?

The islands of Cuba, Jamaica, Haiti, Puerto Rico, and Dominican Republic are located south of the United States.

Using the map compass, determine what country borders the United States on the north. *Canada borders the United States on the north.*

MAPS AND STUFF



VI

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.*

TF

TC

Read

Read the text to learn about rules.

DT

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

CD

Discuss

Turn to your partner and discuss rules.
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 there are rules for many areas of our lives.*

DT

Reread paragraph 2.

What are rules made by the government called and who must follow them? *Rules made by the government are called laws and the must be followed by everyone who lives in the state or country where they were made.*



A game of Monopoly®

Introduction

- 1 Rules tell us things we can and cannot do. We learn rules from our parents first. As we get older, we learn more rules. Games have rules. There are rules at school.
- 2 Some rules are for everyone in a state or a country. These rules are called laws. Laws are made by **governments**. State governments make laws for people in that state. Laws that are for everyone in our country are made by people in Washington, D.C. We pick these people to make our laws.

VI

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.*

TF

TS

Teach

Writers use text structure to organize information. This author uses a topic/detail text structure. A topic, idea, person, place, or thing is described by listing at least three of its features or examples. Look for details that answer the questions: who, what, when, where.

TC

Read

Read the text to learn details about rules and laws. Be prepared to identify the details in the text. If you finish reading before others, read the text again.

DT

CD

Discuss

Turn to your partner and discuss the details about rules and laws. 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 paragraphs 3-4.

Explain why we need rules and laws.

We need rules and laws to help us get along with others and to keep us safe.

VI

Study the photographs.

Explain how the photographs supports your understanding of the text.

The photograph on the left shows a warning sign. The photo on the right shows many different traffic signs. The traffic signs tell us the rules and laws of the road. These laws make driving safer.

CD



Why Do We Have Rules and Laws?

- Rules and laws are very important. People need rules and laws when they live, work or play together. Rules help us to get along with each other. When everyone plays a game by the rules, we know the game is **fair**.
- Rules and laws also help keep us safe. One example is traffic laws. These laws make driving safer. Speed **limits** are one kind of traffic law. There are also laws against running red lights.
- Imagine what would happen without rules and laws. It is hard to play a game with people if they do not know the rules. What would happen if there were no traffic laws?

VI

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.*

TF

VI

Teach

Writers use text features to add content information and support comprehension.

TF

On this page, you see a map. This map supports your understanding of the constitutions of the United States and the individual states.

TC

Read

Read the text to learn how the map supports understanding of the constitutions of the United States and the individual states. Be prepared to identify how the map supports your understanding of the text. If you finish reading before others, read the text again.

VI

TF

CD

Discuss

Turn to your partner and discuss how the map supports understanding of the constitutions of the United States and the individual states. 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 6.

What is the main idea of the paragraph?

The main idea of the paragraph is that the Constitution is a set of laws that explains how the government of the United States works.

Rel

Reread paragraph 7.

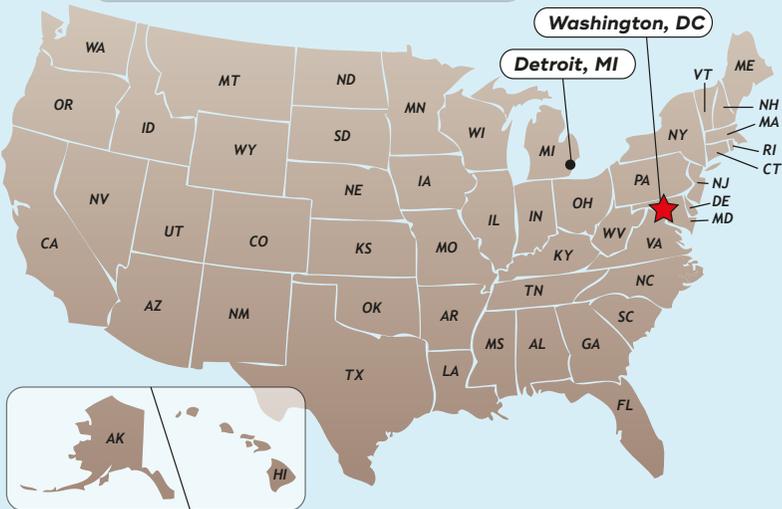
How are the United States constitution and the state constitutions the same? *The United States constitution and the state constitutions are the same because they explain how the government works and how people are elected to the government.*

Our Laws

- 6 Our country is based on a set of laws called the Constitution. The United States **Constitution** explains how the government works. It tells how people are elected. Changes can be made to the Constitution.
- 7 States also have a set of laws, or a constitution. Each state's constitution explains how that state's government works. It tells how people are elected in each state.

Fun Fact

In Detroit, Michigan, it is against the law to tie a crocodile to a fire hydrant.



VI

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.*

TF

Teach

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

While reading, good readers think about experiences they've had, books they've read, or movies they've seen that are similar to what they are reading. Good readers make connections.

TC

Read

Read the text. Use the connecting strategy to help you relate to the author's words. If you finish reading before others, read the text again.

CD

Discuss

Turn to your partner and discuss how the connecting 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.*

Rel

Reread paragraph 9.

Explain how the author compares the United States and individual states to a principal and teacher. *The author says that the United States is like a principal because its laws affect the entire country like a principal's school rules affect the whole school. The teachers are like a state government because their rules affect their classroom only.*

VI

Study the illustration.

Explain how the illustration supports your understanding of the text. *The illustration shows the comparison of the state and national constitutions to the rules of a teacher and a principal.*

CD



The U.S. Capitol is where the U.S. Congress meets to make laws.

Photo: Architect of the Capitol

People Who Make the Laws

- 8 People who are elected in Washington, D.C., make laws for the whole country. A state can only make laws for that state.
- 9 Think about the rules at your school. Your principal makes rules for the whole school. The principal is like the people in Washington, D.C. Your teacher makes rules for your classroom, but not the whole school. The teacher is like one of the states.
- 10 The principal and the teacher both have rules. Students must follow both sets of rules.

VI

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.*

TF

TC

Read

Read the text to learn about citizens and the law.
If you finish reading before others, read the text again.

DT

CD

Discuss

Turn to your partner and discuss citizens and the law.
Cite examples from the text.

Text Dependent Questions

Answer the following question 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.

What important role do citizens have in making the laws?
Citizens elect the people who make the laws and the leaders of their government. Sometimes they elect the judges for courts too.

Citizens and the Law

- 11 Citizens are the people who live in a state or country. They have an important role in making laws. They elect the people who make the laws. Citizens also elect the leader of the country and the leader of their state. Sometimes, citizens vote for judges, too.

Voter booths at a polling station



VI

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.*

TF

TC

Read

Read the text to learn about enforcing the law.

DT

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

CD

Discuss

Turn to your partner and discuss enforcing the law.
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.*

RE

Reread paragraphs 12 and 13.

What examples does the author give to support her statement that laws must be enforced? *The author uses examples of police officer giving tickets to those who break traffic laws and arresting those who commit crimes. She also gives example of punishment for breaking rules at home or penalties for breaking rules in a game.*

Rel

What are the consequences for breaking a rule? for breaking a law?

*Consequences for breaking a rule can be a punishment or a penalty.
Consequences for breaking a law can be a ticket or time in jail.*

Getting pulled over for speeding.



Enforcing the Law

- 12 After a law is passed, it must be enforced. Enforcing a law means making sure that it is followed. Police officers enforce the law. They may pull over speeding drivers. They also arrest people who commit crimes.
- 13 You can get in trouble when you break a rule or law. When you break a rule at home, you may be punished. If you break a rule in a basketball game, the other team may get to make a free throw. If your dad drives faster than the speed limit, he may get a ticket. But a person who commits a crime may have to go to jail.

VI

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.*

TF

TS

Teach

Writers use text structure to organize information. This author uses a topic/detail text structure. A topic, idea, person, place, or thing is described by listing at least three of its features or examples. Look for details that answer the questions: who, what, when, where.

TC

Read

Read the text to learn details about a jury. Be prepared to identify the details in the text. If you finish reading before others, read the text again.

DT

CD

Discuss

Turn to your partner and discuss a jury. 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 14.

Explain the job of a jury.

A jury hears both sides of a case and decides which side is right.

DT

Reread paragraph 15.

When does a jury tell the judge that a person is “not guilty”?

A jury tells the judge that a person is “not guilty” if the government cannot prove that the person is guilty.

The Jury

- 14 When a person is accused of breaking a law, there may be a court case. A judge often decides if a law has been broken. But sometimes, a **jury** has to decide. A jury is a group of citizens picked by the court. The jury hears both sides of the case. Then, the jury decides which side is right.
- 15 Sometimes, the jury decides if a person is either **guilty** or not guilty of a crime. If the government cannot prove that the person is guilty, then the jury tells the judge that the person is not guilty.



VI

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.*

TF

VI

Teach

Writers use text features to add content information and support comprehension. On this page, you see a diagram. This diagram extends your understanding of a courtroom.

TF

TC

Read

Read the text to learn how the diagram extends your understanding of a courtroom. Be prepared to identify how the diagram extends your understanding of the text. If you finish reading before others, read the text again.

VI

TF

CD

Discuss

Turn to your partner and discuss how the diagram extends your understanding of a courtroom. 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.

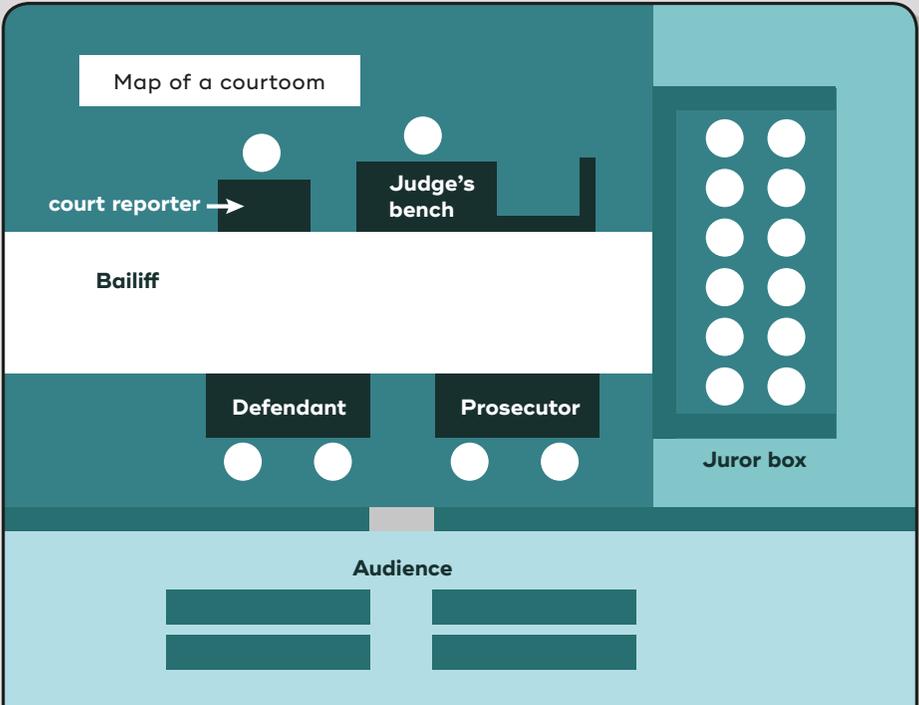
What do people have the chance to do in court?

In court, people have the chance to tell their side of the story.

DT

Who decides a case if there is no jury?

The judge decides a case if there is no jury.



In the Courtroom

- 16 People who are arrested go to court. In court, people have the chance to tell their side of the story. Most people have a lawyer speak for them. If there is a jury, the jury listens to lawyers for both sides. When the lawyers finish talking, the jury decides. The judge is in charge of the **courtroom**. If there is no jury, then the judge decides the case.

Fun Fact

The place in the courtroom where the judge sits is called the “bench.” It is usually a tall chair behind a big desk or table.



Read & Discuss 9

VI

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.*

TF

TC

Read

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

CD

Discuss

Turn to your partner and discuss the rights of citizens of the United States.

Teach SKILL

Inf

1. Model

Readers make inferences when they draw a conclusion that is not directly stated in the text. For example, if the author tells you that all the horses in the barn are brown with white spots, and that the horse Dusty is in the barn, you can infer that Dusty must be a brown horse with white spots.

2. Practice

We will make an inference together. Reread paragraph 16. How do you think the judge and jury decide who is right? *The judge and jury listen to both stories and think about the law, then decide who is right.*

What evidence from the text did you base your conclusion on?
The author says that the jury listens to lawyers from both sides and then the jury decides.

3. Discuss

How can the skill of making inferences help you as a reader?
Making inferences helps you make predictions and answer questions as you are reading.

Conclusion

- 17 In our country, we have rights and freedoms. Rights are things that we deserve to have. Freedoms are things that we are allowed to have. These rights and freedoms are in the Constitution. People who are accused of a crime have rights. They have a right to have a lawyer. They have a right to be told what they are accused of doing. They have a right to hear the case against them. Not all countries give these rights to their citizens. But our country does.

Some Rights and Freedoms in the Bill of Rights

Amendment

1st
5th
6th

Right or Freedom

The freedom of speech,
the freedom of religion

The right to fair
treatment in court

The right to a lawyer if
you are accused of a crime

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

SUMMARY ORGANIZER
Martin Luther King Jr. Name: _____

Summarize the text. Write a summary of the text in your own words. Use the following questions to guide you.

1. What is the main idea of the text?

2. What are the most important details?

3. How does the author support the main idea?

4. What is the author's purpose?

5. How does the author use language to persuade you?

6. How does the author use structure to persuade you?

7. How does the author use tone to persuade you?

8. How does the author use style to persuade you?

9. How does the author use evidence to persuade you?

10. How does the author use logic to persuade you?

11. How does the author use emotion to persuade you?

12. How does the author use authority to persuade you?

13. How does the author use credibility to persuade you?

14. How does the author use expertise to persuade you?

15. How does the author use trustworthiness to persuade you?

16. How does the author use honesty to persuade you?

17. How does the author use integrity to persuade you?

18. How does the author use fairness to persuade you?

19. How does the author use justice to persuade you?

20. How does the author use equity to persuade you?

21. How does the author use equality to persuade you?

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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

CLOZE
Martin Luther King Jr. Name: _____

Directions: Read a selection of the text and write words, phrases, and sentences in the blanks. Write the answer and underline the text.

Martin Luther King Jr. was a well-known leader. He was born in 1929. He grew up in Atlanta, Georgia. King did not go to school. He was a very good student. In Boston, he met his future wife, Coretta Scott. In 1954, King and his wife returned to the _____ in that time, there were few laws. King worked to get rid of these _____.

One day, a woman named Rosa Parks refused to give up her seat on the bus. After that, King helped with a bus. The bus was full of people. King had to get up _____.

They made these people _____ rights. These rights were _____.

He went to a church in Atlanta, King was _____.

He went to Washington. He gave his famous "I Have a Dream" speech. Later, laws were passed to protect civil rights. In 1964, King was _____.

He was working for justice. Now, we have laws that _____ with a law.

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

CHOOSING THE ANSWER
Martin Luther King Jr. Name: _____

1. What was the reason of Martin Luther King Jr. famous speech that he gave in Washington, DC?

He gave to the working for civil rights.

He was a student.

He was a teacher.

He was a lawyer.

He was a doctor.

2. In what month is a national holiday to remember King's life?

January

February

March

April

3. All of the following are examples of things that an American born man can do:

He can go to the working for civil rights.

He can go to the working for civil rights.

He can go to the working for civil rights.

He can go to the working for civil rights.

4. The goal of the text is to:

describe the life of Martin Luther King Jr.

give information about King.

persuade people to believe King's speeches in America.

explain how to fight for your rights without violence.

5. The purpose of the text is to:

describe the life of Martin Luther King Jr.

give information about King.

persuade people to believe King's speeches in America.

explain how to fight for your rights without violence.

COMPREHENSION CHECK

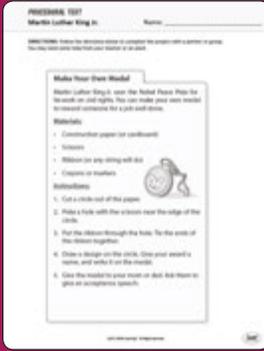
Students answer 5 multiple-choice questions about the text.

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
- Wo Ph** Words and Phrases
- SS** Story Structure
- TS** Text Structure
- PoV** Point of View
- IS** Illustrations in Stories
- VI** Visual Information
- CC** Compare and Contrast
- TC** Text Complexity

Foundational Skills

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

Speaking and Listening

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

Language

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

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
- PoV** Point of View
- VI** Visual Images
- TF** Text Features
- RE** Reasons and Evidence
- CC** Compare and Contrast
- TC** Text Complexity

Writing

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

LEXILE

GLE*

FP*

DRA*

WORD
COUNT

600

2, 3

M

28

781

**Estimated Level*

GLE: Grade Level Equivalent

FP: Fountas and Pinnell

DRA: Developmental Reading Assessment

