

CONNECT TO LITERACY

Discuss the Text

CCSS.ELA-Literacy.RI.3.2

Have students focus on these questions about the text:

- **Analyze** *What procedures are in place to make sure that voting is fair?* (Accept reasonable responses. Possible responses: Election officials check to make sure the person voting is registered. The completed ballots are kept locked in a box.)
- **Infer** *Why do you think people are allowed to vote in private and not sign their ballots.* (Accept reasonable answers. Possible response: People have a right to privacy. Keeping it private helps to make sure voters are not intimidated.)
- **Prove** *You hear someone say that it is not fair that Texas has more representatives than Rhode Island. How would you respond?* (Possible response: It is fair because Texas has more people than Rhode Island. Each state has the same number of senators, but the number of representatives is based on the number of people in the state.)

Provide Prompts for Response

Offer prompts that allow students to explore the text:

- Create a Venn diagram that compares and contrasts senators and representatives.
- Write a job description for president, vice president, senator, or representative. Include how they are elected and their responsibilities.
- Tell which ideas were new to you. What questions do you still have about elections?
- Review the book. Tell your favorite part and what you would change.

Connect with Writing: Informational Text

CCSS.ELA-Literacy.W.3.2a, W.3.2b, W.3.2d

Introduce the Text Type and Assignment Say: *An explanatory or informational text gives information. That doesn't mean this writing is "dry" or boring! Informational texts give exciting facts and rich descriptions. They help us learn more about real objects, people, and places. While I was reading this text, I was intrigued by the rules for being a president or a representative. Today, we'll write a brochure to explain the job of a leader and how they are elected. Choose one leader on which to focus.*

- Review Features** Review the features of informational text and be sure to display these features for students' reference:
- an introduction that captures attention and focuses readers on the topic
 - facts, definitions, and examples
 - technical terms and vocabulary
 - text features to help readers keep track of information
 - a strong ending that provides closure

Model the Writing Model the writing process as you begin a text that describes the role of the President: *I chose to explain the president. Watch as I begin my model with an attention grabbing beginning:*

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Imagine if every decision you made influenced billions of people. Who pays more taxes? Should we send food to starving people? How do we protect our country? These are just a few of the questions that presidents deal with every day. If you think this challenge sounds interesting, then being the president of the United States may be the job for you!

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Notice that I started with a description that gives examples of what the president may do. Model one more paragraph of the text, showing how you think aloud as you add a paragraph on the qualifications for being president.

Support Writers Display your model as students begin writing. Remind them that their writing should include facts, definitions, concrete details, and content-specific vocabulary. Support them as they create text features to add to their writing, such as boldface print, charts, and photographs.

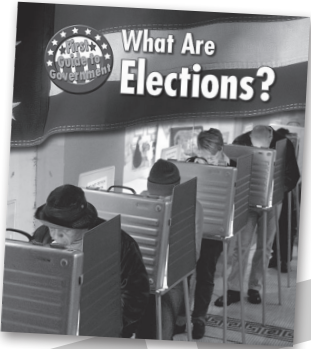
- Revise and Edit** Show students how to revise and edit for specific points, such as:
- Precise content vocabulary
 - Sentence variety
 - Vivid verbs and enticing adjectives
 - Factual information

- Share and Reflect** Allow time for students to share their work with an authentic audience. Then ask questions to guide self-reflection:
- For what purpose do we write informational text?
 - What features did you include in your writing?
 - What facts did you include? How did you verify those facts were accurate?
 - What tips would you give a friend for explanatory writing?

Connecting Literacy and Content

What Are Elections?

Level N
Government
Content: Election process



Objectives

- Students will:
- describe elections.
 - interpret a text feature: text boxes.
 - analyze text to ask and answer questions.
 - do a close reading to answer questions about content.
 - define and use academic vocabulary related to elections.
 - use a glossary to determine word meanings.
 - read grade-level prose with accuracy.
 - write an informational brochure.

CONNECT TO SOCIAL STUDIES

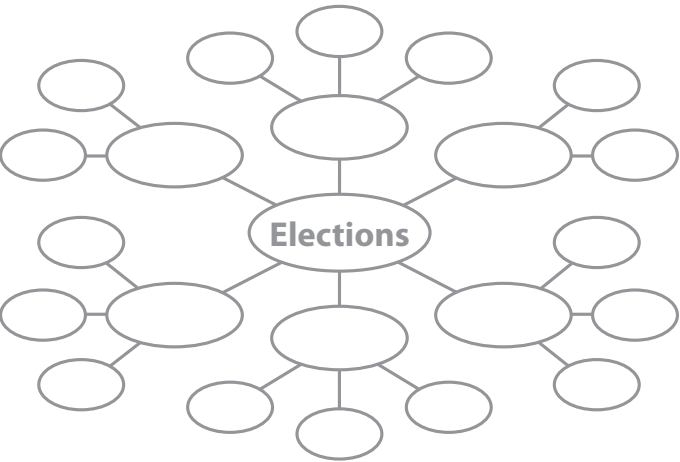
Build Content Background

Engage Students

Ask: *What if we wanted to have a class president? How would we decide who it would be?* Have students turn to a partner and discuss. Explain that an election is a process where leaders are chosen. Ask: *How would an election work? What rules would we need? How would we keep it fair?*

Use a Graphic Organizer

Draw a Cluster Web on the board and write the word *elections* in the middle circle. Explain: *We can use a cluster web to organize the ideas we learn in the book. You can create categories to organize the ideas. I'll draw a line from elections and create a new circle. I will label the circle: how they work. As we read about the elections, we can record facts and descriptions around this circle.* Have students pair up and add *how they work* to their individual cluster webs. After reading, return to the graphic organizer so that students can confirm their understanding or change their responses.



Introduce the Content

Preview What Are Elections?

Give each student a copy of the text and explain: *This book is about elections. An election is a process that is used to choose a leader. Take a look at the cover. What are these people doing? Why do you think they are standing in the booths?* (They are voting in an election. The booth gives them privacy.) Have students thumb through the book, paying attention to the photographs. *What else do you think we will learn about elections?* Allow a few moments for students to turn and talk to share their predictions.

Preview Academic Vocabulary

CCSS.ELA-Literacy.RI.3.4

Turn to p. 30. Say: *This glossary shows important vocabulary because each of these words is related to elections. Often, informational texts have specific vocabulary. The glossary helps you to understand these words. Work through the glossary with the students explaining the meaning of the words and discussing how these words might relate to elections. Remember, we are reading to answer the question: What are elections and why are they important?*

CONNECT TO SOCIAL STUDIES

Discuss Text Features

CCSS.ELA-Literacy.RI.3.5

Say: *Text features add to our understanding of the words on the page. Text boxes may serve many purposes such as defining words or giving extra details.* Examine the textbox on p. 4. Read the text. Ask: *What information does this add to the text?* (It gives extra information—where the federal government is located.) *The writer used the text box to give extra information on a concept covered in the text.* Have students work in pairs to examine another text box. (Each page has a textbox.) What is the purpose of the second text box?

Focus on the Content

As you focus on the text, ask questions that require students to use varying depths of knowledge. Model how to determine the answer to a question before you pose additional questions. (A model is shown for the third question.)

- **Describe** (p. 4) *What is a democracy?* (Democracy is a form of government in which the leaders are elected. In other words, people vote for their leaders.)
- **Define** (p. 7) *What is a candidate?* (A candidate is a person who is running for a position as a leader.)
- **Infer** (p. 28) *Why do you think there are rules about who can vote?* (Possible response: People need to be old enough to understand the issues. It would not be fair for people who are not members of the country to make the decisions.)

Model *This question is asking me to make inferences. When I infer, I take the facts from the text and use them to create a new answer. As I look at pages 8 and 9, I can see several laws which tell who can vote and who cannot. I will look at these rules and think about why each might be needed. The first rule says that you must be 18 years old. I think this is so people are old enough to understand the decisions you are making. I can't imagine a three year old choosing our leaders!*

Collaborate *Partners, read together look for another rule for voting. Then, talk about why this rule may be needed.*

Provide independent practice Have students look at the text on p. 9 to identify another rule. Then ask them to infer why this rule is necessary.

Summarize *We've used the listed rules to explain why they are important. We combined the written text and what we know to answer the question.*

- **List** (p.17) *Who is elected to the federal government?* (president, vice president, senators, representatives)
- **Interpret** (p. 20) *Based on the text, what do you know about George W. Bush?* (He was born in the United States, was at least 35 years old in the picture, and had lived in the United States for at least 14 years.)
- **Explain** (p. 29) *Why is voting important?* (It is how we choose our leaders.)

Discuss Concepts

Ask:

- *What are the two parts of Congress?* (Senate and House of Representatives)
- *What would you find on a ballot?* (the names of the candidates running in an election)
- *Are all governments democracies? Explain.* (No, a democracy is just one form of government. Governments in other countries are headed by queens, kings, dictators, and other types of leaders.)

Apply Concepts Have students review the types of leaders in the federal government. Have students work in pairs to create a chart showing what each leader does, how long the leader may serve, and any other information. Once the charts are complete, allow each group to share their charts with the class.

CONNECT TO LITERACY

Analyzing Text to Answer Questions

CCSS.ELA-Literacy.RI.3.1

Introduce the Strategy Say: *When I read, I want to stop periodically to make sure I understand what I am reading. One way to check my understanding is to ask and answer questions about the text.*

Model Focus on pp. 10–11: *Headings can help me ask questions. Sometimes, the headings are questions, like the one on page 6. I can read the heading and ask myself, “Where Do You Vote?” I remember from reading the text that there are special places called polling places. Since I can answer the question, I feel confident I understood what was on the page. Not every heading is a question, though. What do I do then? Look at the heading on page 16. I can change this heading to make a question, “What are national elections?” Now, I can answer the question to make sure I understood the text on this page. If I have difficulty answering a question based on a section heading, then I can reread the text to find the answers.*

Guide Practice Have students work in pairs to read the headings and answer the questions to check their understanding.

Close Reading

CCSS.ELA-Literacy.RI.3.2

Introduce the Strategy Say: *When we are answering a question about the text, it isn't enough to simply rely on our own knowledge or what we think about a text. We need to look at the text and do a close reading. That means that we go right back to the author's words on the page to find proof for our answers.*

Model Model with the **Interpret** question: *This question asks me to use the text to better understand the photograph on page 20. As I look at the photograph, I see it is about President George W. Bush. The heading tells me that this page describes who can run for president. As I scan the text, I see a set of rules. I want to look at these rules and then apply them to President Bush. Watch as I am highlighting the first rule: must be born in the United States. That must mean that George Bush is a U.S. citizen.*

Guide Practice Provide copies of p. 20 along with highlighters. Have students highlight textual evidence to answer the **Interpret** question.

Focus on Fluency

CCSS.ELA-Literacy.RF.3.4b

Model Fluent Reading Say: *When I read, I want to make sure that I am reading the words accurately and that I understand what I read. If something doesn't make sense, I go back and reread to make sure I understand what I am reading.* Read the main text on p. 6. Replace the word *government* with *governors*. At the end of the sentence, stop and say: *That doesn't sound right? Let me go back to reread.* Model rereading the sentence on p. 6. Explain that you reread to correct your reading and to fix your understanding of the text.

Guide Practice Choose another passage from the book for students to practice fluent reading. Have students pair up and read the passage to each other, focusing on reading for accuracy. Encourage the students to reread as necessary to fix meaning. Circulate and offer assistance as needed.

Study Words

CCSS.ELA-Literacy.L.3.4d

Introduce the Strategy Say: *When you come across an unfamiliar word, you can read around the word to look for meaning in the context. If you can't figure out the meaning from the context, you can look up the word in a dictionary or glossary to find the meaning and pronunciation.*

Practice the Strategy Focus on the words *citizens*, *elect*, and *federal government* on p. 6. Write the words on the board or chart paper. Have students work with a partner to locate the words in the text. Then look up the word in a dictionary. Ask: *How can combining the dictionary definition with the context help you understand the word?*