



## **Teacher Lesson Plans & Student Materials**

**Module Title: Voting in a Democracy**



## The materials for this module of K.L.I. include:

### Topic-related books for *Discovery Reading*:

1. *What's the Big Deal About Elections?* by R. Shamir (Philomel Books; ISBN: 0593116402)
2. *The Teachers March* by S.N. & R. Wallace (Calkins Creek Books; ISBN: 162979452X)

Discovery Reading prompt card and Sentence Workshop prompt card

Breaking Words prompt card

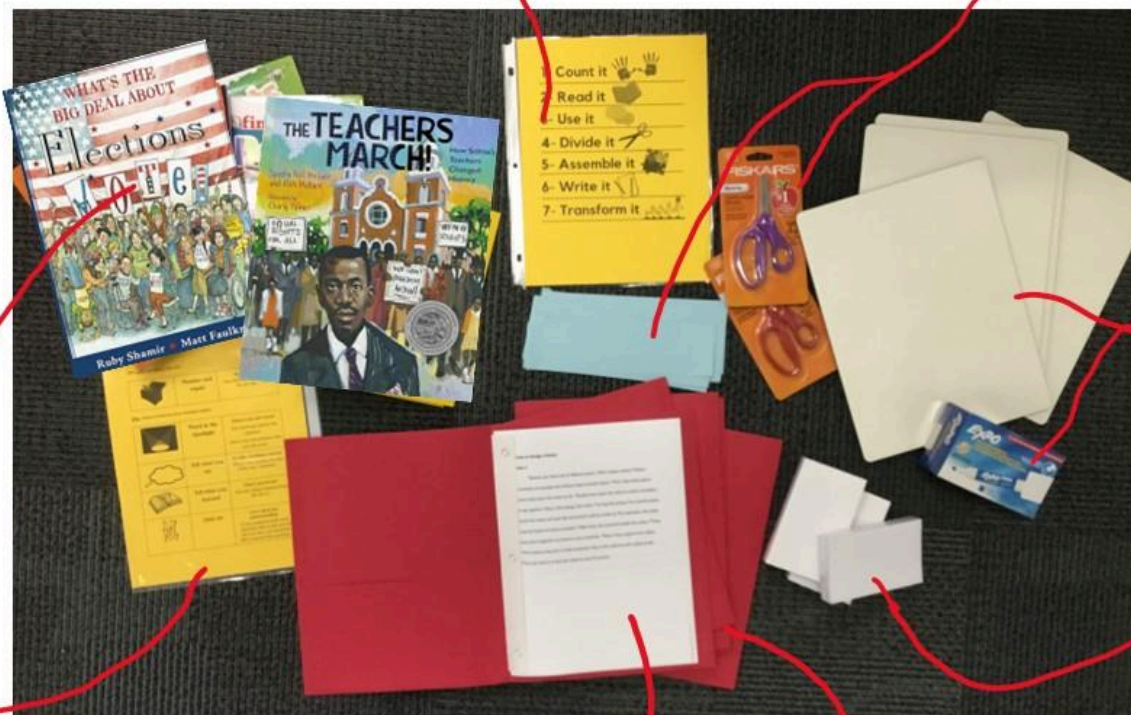
Scissors and strips of paper for *Breaking Words*

Small dry erase boards and markers for *Breaking Words*

Note cards for *Sentence Workshop*

Stacked texts for *Confident Reading*

Graphic organizers for *Uncover the Structure*



| Module Inquiry Focus: Voting in a Democracy                                 |   |  |  |
|---|---|--|--|
| Overarching Inquiry Questions:  |   |  |  |
| -Why is it important for everyone to have the right to vote in a democracy? |   |  |  |
| -What are some ways that voting has changed over time in the United States? |   |  |  |
| Segment 0   | Intro/Preview   |  |  |
| Segments 1-3  | <b>1-DR Lesson A</b>  | <b>2-CR Lesson A</b>   | <b>3-BW Lesson A</b>   |
|   | Book Title: <i>What's the big deal about elections?</i>   | Passage Title: Big Changes in Voting Rights Over Time Text 1                   | Word Choices: elect (elects, election); govern (governs, government, governments)  |
|   | Text Chunks (page #s): pp. 5-7  |  |  |
|   | Guiding Question: What's the difference between a ruler and an elected leader?  |  |  |
|   | Word in the spotlight: election   |  | BW Affixes: in-, -s/es, -ion/tion, -ous, -ment   |
| Segments 4-6  | <b>4-DR Lesson B</b>  | <b>5-CR Lesson B</b>   | <b>6-SW Lesson A</b>   |
|   | Book Title: <i>What's the big deal about elections?</i>   | Passage Title: Big Changes in Voting Rights Over Time Text 2                   | Mystery Sentence: In an election, people vote for leaders of the government who will help keep everyone safe and healthy.                    |
|   | Text Chunks (page #s): pp. 22-29  |  |  |
|   | Guiding Question: Why do we need local governments and a federal government?  |  |  |
|   | Word in the spotlight: federal  |  |  |
| Segments 7-9  | <b>7-DR Lesson C</b>  | <b>8-CR Lesson C</b>   | <b>9-BW Lesson B</b>   |
|   | Book Title: <i>What's the big deal about elections?</i>   | Passage Title: Big Changes in Voting Rights Over Time Text 3 (MAZE)            | Word Choices: participate (participates, participation); justice (injustice, injustices)   |
|   | Text Chunks (page #s): pp. 8-13   |  |  |
|   | Guiding Question: How has the right to vote changed since the United States first started having elections?   |  |  |
|   | Word in the spotlight: demanded   |  | BW Affixes: in- , -s/es, -ion/tion, -ous, -ment  |
| Segments 10-12  | <b>10-DR Lesson D</b>   | <b>11-UtS Lesson A</b>   | <b>12-SW Lesson B</b>  |
|   | Book Title: <i>The Teachers March! (pages are unnumbered; page #s below include all pages, even those without words, starting on first illustrated page (picture of Rev. Reese pointing to chalkboard))</i> | Passage Title: Big Changes in Voting Rights Over Time Text 3 (complete)        | Mystery Sentence: In the past, not everyone was allowed to vote, but many people worked hard to demand new laws that protect their rights.   |
|   | Text Chunks (page #s): pp. 1-6  | Text Structure: Sequence   |  |
|   | Guiding Question: What obstacles did Reverend Reese and other Black people face when they tried to register to vote?  |  |  |
|   | Word in the spotlight: segregation  |  |  |
| Segment 13  | <b>13-Inquiry Wall Maintenance Day</b>  |  |  |
| Segments 14-16  | <b>14-DR Lesson E</b>   | <b>15-CR Lesson D</b>  | <b>16-BW Lesson C</b>  |
|   | Book Title: <i>The Teachers March!</i>  | Passage Title: Actions that Led to the Voting Rights Act of 1965 Text 1        | Word Choices: involved (involve, involves, involvement), registration (register, registers)  |
|   | Text Chunks (page #s): pp. 7-12   |  |  |
|   | Guiding Question: Why did Reverend Reese think it was important to get teachers to march for voting rights?   |  |  |
|   | Word in the spotlight: convince   |  | BW Affixes: in- , -s/es, -ion/tion, -ous, -ment  |
| Segments 17-19  | <b>17-DR Lesson F</b>   | <b>18-CR Lesson E</b>  | <b>19-SW Lesson C</b>  |
|   | Book Title: <i>The Teachers March!</i>  | Passage Title: Actions that Led to the Voting Rights Act of 1965 Text 2        | Mystery Sentence: It was not easy to fight for voting rights because people who marched were sometimes put in jail or fired from their jobs. |
|   | Text Chunks (page #s): pp. 15-20  |  |  |
|   | Guiding Question: Why did it take a lot of courage for teachers to join Reverend Reese's march?   |  |  |
|   | Word in the spotlight: leadership   |  |  |
| Segments 20-22  | <b>20-DR Lesson G</b>   | <b>21-CR Lesson F</b>  | <b>22-BW Lesson D</b>  |
|   | Book Title: <i>The Teachers March!</i>  | Passage Title: Actions that Led to the Voting Rights Act of 1965 Text 3 (MAZE) | Word Choices: caution (cautions, cautious, incautious); capable (incapable)  |
|   | Text Chunks (page #s): pp. 21-24  |  |  |

|                       |   |  |   |
|-----------------------|---|--|---|
|                       | Guiding Question: Why did teachers wave toothbrushes in the air when they lined up to march to the courthouse?<br>Word in the spotlight: register |  | BW Affixes: in- , -s/es, -ion/tion, -ous, -ment   |
| <b>Segments 23-25</b> | <b>23-DR Lesson H</b><br>Book Title: <i>The Teachers March!</i>   | <b>24-UtS Lesson B</b><br>Passage Title: Actions that Led to the Voting Rights Act of 1965 Text 3 (complete)<br>Text Structure: Cause & Effect | <b>25-SW Lesson D</b><br>Mystery Sentence: The U.S. Constitution guarantees that all citizens over the age of eighteen have the right to vote in federal elections.   |
|                       | Text Chunks (page #s): pp. 27-32  |  |   |
|                       | Guiding Question: Why did the teachers not get arrested or fired for marching?<br>Word in the spotlight: guaranteed                               |  |   |
| <b>Segment 26</b>     | <b>26-Inquiry Wall Maintenance Day</b>  |  |   |
| <b>Segments 27-29</b> | <b>27-DR Lesson I</b><br>Book Title: <i>The Teachers March!</i>   | <b>28-CR Lesson G</b><br>Passage Title: Why Voting Matters in a Democracy Text 1   | <b>29-BW Lesson E</b><br>Word Choices: courage (courageous); accomplish (accomplishes, accomplishment)  |
|                       | Text Chunks (page #s): pp. 35-40  |  |   |
|                       | Guiding Question: What impact did the teacher march have on other people?<br>Word in the spotlight: determination                                 |  |   |
| <b>Segments 30-32</b> | <b>30-DR Lesson J</b><br>Book Title: <i>What's the big deal about elections?</i>  | <b>31-CR Lesson H</b><br>Passage Title: Why Voting Matters in a Democracy Text 2   | BW Affixes: in- , -s/es, -ion/tion, -ous, -ment<br><b>32-SW Lesson E</b><br>Mystery Sentence: Voters should listen carefully to the candidates and think about which ones they trust the most before deciding how to vote in an election. |
|                       | Text Chunks (page #s): pp. 33-36  |  |   |
|                       | Guiding Question: How do people decide who to vote for in an election?<br>Word in the spotlight: candidate  |  |   |
| <b>Segments 33-35</b> | <b>33-DR Lesson K</b><br>Book Title: <i>What's the big deal about elections?</i>  | <b>34-CR Lesson I</b><br>Passage Title: Why Voting Matters in a Democracy Text 3 (MAZE)  | <b>35-BW Lesson F</b><br>Word Choices: appropriate (inappropriate); encourage (encourages, encouragement)   |
|                       | Text Chunks (page #s): pp. 37-41  |  |   |
|                       | Guiding Question: Can children run for office? Why or why not?<br>Word in the spotlight: requirement  |  |   |
| <b>Segments 36-38</b> | <b>36-DR Lesson L</b><br>Book Title: <i>What's the big deal about elections?</i>  | <b>37-UtS Lesson C</b><br>Passage Title: Why Voting Matters in a Democracy Text 3 (complete)   | BW Affixes: in- , -s/es, -ion/tion, -ous, -ment<br><b>38-SW Lesson F</b><br>Mystery Sentence: Children are not old enough to vote or run for office, but they can still get involved by encouraging grown-ups to vote on election day.    |
|                       | Text Chunks (page #s): pp. 45-48  | Text Structure: Cause & Effect   |   |
|                       | Guiding Question: What are three different ways that people cast their votes in an election?<br>Word in the spotlight: technology                 |  |   |
| <b>Segment 39</b>     | <b>39-Inquiry Space: Prepare for informal showcase</b>  |  |   |
| <b>Segments 40</b>    | <b>40-Showcase: Share and celebrate new knowledge</b>   |  |   |


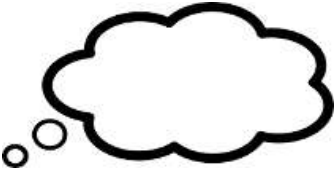


## **Printable Materials**

- 1. Discovery Reading Prompt Card**
- 2. Breaking Words Prompt Card**
- 3. Sentence Workshop Prompt Card**
- 4. Graphic Organizers for Uncover the Structure**
- 5. Confident Reading Stacked Texts**

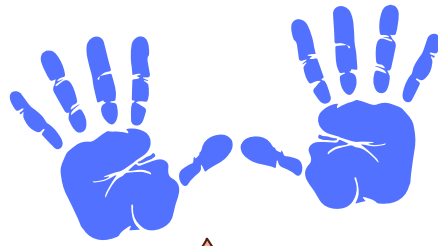
*After every text chunk, stop and:*

|   |                           |  |
|---|---------------------------|--|
|  | <b>Monitor and repair</b> | <b>Wait a minute!</b><br>One idea that was confusing for me was... |
|---|---------------------------|--|

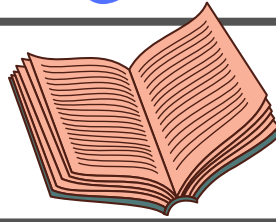
*Plus, choose at least one more thought routine:*

|   |                              |   |
|---|------------------------------|---|
|    | <b>Word in the spotlight</b> | <b>There's our new word!</b><br>Our word was used in this sentence...<br><br>Here's my own sentence that uses the word...                                       |
|  | <b>Tell what you see</b>     | <b>It's like watching a movie!</b><br>When I was reading this part of the text, I pictured...   |
|  | <b>Tell what you learned</b> | <b>That's new to me!</b><br>One new thing I learned from the text is...   |
|  | <b>Quiz me</b>               | <b>Let's check for understanding!</b><br>If you understood the most important idea in this part of the text, then you should be able to answer this question... |

**1- Count it**



**2- Read it**



**3- Use it**



**4- Divide it**



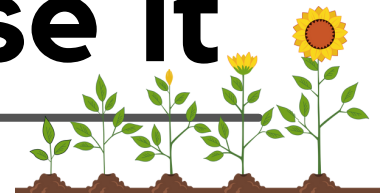
**5- Assemble it**



**6- Write it**



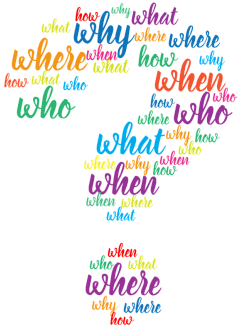


**7- Transform & Use it**

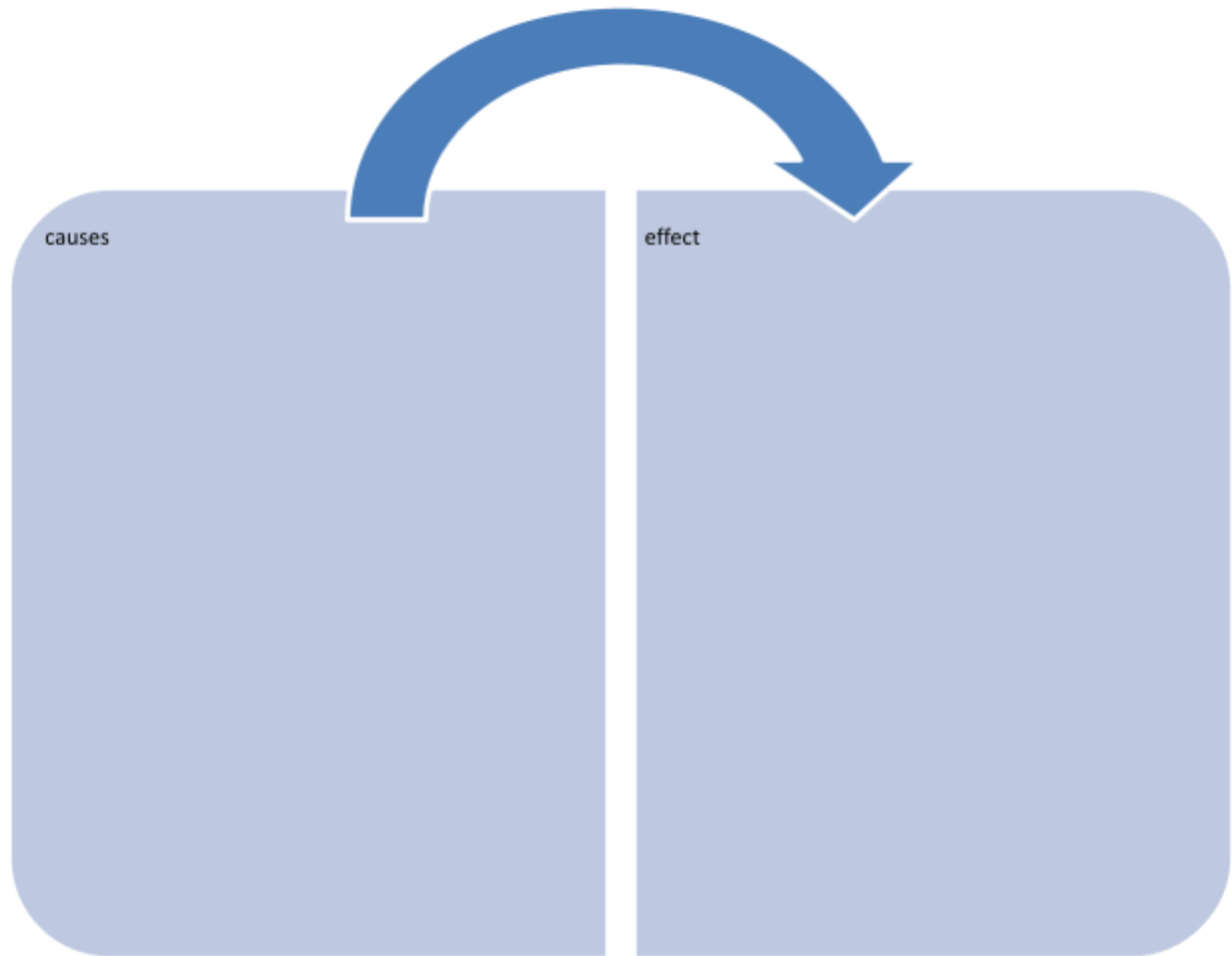


# Sentence Workshop

## Prompts for Discussing a Sentence

|   |   |
|---|---|
|    | 1. <u>Who</u> or <u>what</u> is the most important part of this sentence?   |
|   | 2. What does the sentence tell us about the who or what?  |
|  | 3. What else do we know from the sentence?<br>a. Do we know why?<br>b. Do we know when?<br>c. Do we know where?<br>d. Do we know how? |





**Signal Words:** *Because, as a result, outcome, so, thus, consequently, leads to, is caused by, if...then, produces, therefore, in order to*

## **Sequence**



**Signal Words:** first, then, next, last, finally, now, after, in (date)

# **Student Texts for Confident Reading**

## **Big Changes in Voting**

### **Text 1**

<sup>1</sup>A long time ago, only white men who owned land could vote. Laws have changed since then. <sup>2</sup>These new laws are called amendments (the word amend means to change or improve). <sup>3</sup>A new law gave African American men the right to vote in 1870. <sup>4</sup>Women started voting in 1920. <sup>5</sup>That's more than one hundred years after the U.S. became a country! <sup>6</sup>The voting age was changed from 21 to 18 in 1971. <sup>7</sup>These changes allowed more and more people to vote.

## **Big Changes in Voting**

### **Text 2**

<sup>1</sup>When the U.S. was founded in the 1700s, only white men who owned land could vote. <sup>2</sup>Laws have changed since then. <sup>3</sup>The Constitution explains the most important laws and rights in the country. <sup>4</sup>When something new is added, it is called an amendment to the Constitution. <sup>5</sup>The Fifteenth Amendment gave African American men the right to vote in 1870. <sup>6</sup>Women started voting in 1920 when another amendment was added. <sup>7</sup>That's more than one hundred years after the Constitution was written! <sup>8</sup>In 1971, the voting age was changed from 21 to 18. <sup>9</sup>These changes have allowed more and more people to vote for their leaders.

## Big Changes in Voting

### Text 3 (maze)

<sup>1</sup>When the U.S. was founded in the 1700s, only white males over the age of twenty-one 

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| that's<br>who<br>had |
|----------------------|

 owned property could vote. <sup>2</sup>Voting has been expanded to other

groups since 

|                      |
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| then<br>that<br>when |
|----------------------|

. <sup>3</sup>The Constitution is the document that explains the most important laws and rights in the country. <sup>4</sup>When something new is added to the Constitution, it is called an amendment. <sup>5</sup>The Fifteenth Amendment gave African American men the right to vote in 1870. <sup>6</sup>For many years, women fought for the right to

vote. <sup>7</sup>

|                     |
|---------------------|
| She<br>Them<br>They |
|---------------------|

 finally won this right in 1920 when the Nineteenth Amendment was

adopted. <sup>8</sup>That's more than one hundred and thirty years 

|                         |
|-------------------------|
| after<br>when<br>before |
|-------------------------|

 the Constitution was written! <sup>9</sup>In 1971, the Twenty-Sixth amendment changed the voting age from twenty-one to eighteen. <sup>10</sup>These changes have allowed more and more people to participate fully in our democracy.

## **Big Changes in Voting**

### **Text 3 (complete)**

<sup>1</sup>When the U.S. was founded in the 1700s, only white males over the age of twenty-one who owned property could vote. <sup>2</sup>Voting has been expanded to other groups since then. <sup>3</sup>The Constitution is the document that explains the most important laws and rights in the country. <sup>4</sup>When something new is added to the Constitution, it is called an amendment. <sup>5</sup>The Fifteenth Amendment gave African American men the right to vote in 1870. <sup>6</sup>For many years, women fought for the right to vote. <sup>7</sup>They finally won this right in 1920 when the Nineteenth Amendment was adopted. <sup>8</sup>That's more than one hundred and thirty years after the Constitution was written! <sup>9</sup>In 1971, the Twenty-Sixth amendment changed the voting age from twenty-one to eighteen. <sup>10</sup>These changes have allowed more and more people to participate fully in our democracy.

## **Actions that Led to Voting Rights**

### **Text 1**

<sup>1</sup>A law was passed in 1965. <sup>2</sup>It was the Voting Rights Act. <sup>3</sup>It said that no one can stop African Americans from voting. <sup>4</sup>But why did the U.S. need this law? <sup>5</sup>African Americans already had the right to vote. <sup>6</sup>There are a few reasons why this law was needed. <sup>7</sup>In some places, there were rules that made it hard for Black people to vote. <sup>8</sup>When they tried to vote, they had to pay a tax. <sup>9</sup>They had to pass a reading test. <sup>10</sup>Sometimes they were beaten or arrested for trying to vote. <sup>11</sup>Many brave people stood up to say no to these rules. <sup>12</sup>Many were hurt and even killed. <sup>13</sup>The Voting Rights Act was passed to stop these unfair rules.



## **Actions that Led to Voting Rights**

### **Text 2**

<sup>1</sup>In 1965, a new law was passed in the United States. <sup>2</sup>It was the Voting Rights Act. <sup>3</sup>It said that no one can stop African Americans from voting if they are old enough. <sup>4</sup>But why did the U.S. need this law? <sup>5</sup>African Americans already had the right to vote since 1870. <sup>6</sup>There are a few reasons why this law was needed. <sup>7</sup>There were some places where it was still hard for Black people to vote. <sup>8</sup>When African Americans tried to vote, they had to pay a tax. <sup>9</sup>Sometimes they had to pass a reading test. <sup>10</sup>Even worse, some Black people were beaten or arrested for trying to vote. <sup>11</sup>Many brave people stood up to say no to these rules. <sup>12</sup>Many were hurt and even killed. <sup>13</sup>It took a long time for the government to make a change. <sup>14</sup>The Voting Rights Act was passed in 1965 to make sure that these actions stopped.

## Actions that Led to Voting Rights

### Text 3 (maze)

<sup>1</sup>In 1965, a new law was passed in the United States called the Voting Rights Act. <sup>2</sup>It said that no one can prevent African Americans or any citizen from voting if they are old enough. <sup>3</sup>But why did the U.S. need this law? <sup>4</sup>African Americans already had the

right to vote. <sup>5</sup>They 

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would

 given that right in 1870 in the Fifteenth Amendment.

<sup>6</sup>There are 

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several

 reasons this new law was necessary. <sup>7</sup>First, in the 1950s and 60s,

there were some places where it was 

still  
yet  
from

 difficult for Black people to vote. <sup>8</sup>In states like Alabama, when African Americans tried to register to vote, they had to pay an expensive voting tax. <sup>9</sup>Sometimes they had to pass a reading test with lots of impossible questions on it. <sup>10</sup>Even worse, some Black people were beaten or arrested for trying to vote.

<sup>11</sup>Many brave people stood 

in  
on  
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 to protest these unfair voting rules. <sup>12</sup>Many of

them  
then  
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 were hurt and even killed. <sup>13</sup>Due to all of these reasons, leaders in the federal government realized they had to make a change. <sup>14</sup>As a result, the Voting Rights Act was passed in 1965 to make sure that the unfair actions would stop.

## **Actions that Led to Voting Rights**

### **Text 3 (complete)**

<sup>1</sup>In 1965, a new law was passed in the United States called the Voting Rights Act. <sup>2</sup>It said that no one can prevent African Americans or any citizen from voting if they are old enough. <sup>3</sup>But why did the U.S. need this law? <sup>4</sup>African Americans already had the right to vote. <sup>5</sup>They were given that right in 1870 in the Fifteenth Amendment.

<sup>6</sup>This new law was necessary because of several reasons. <sup>7</sup>First, in the 1950s and 60s, there were some places where it was still difficult for Black people to vote. <sup>8</sup>In states like Alabama, when African Americans tried to register to vote, they had to pay an expensive voting tax. <sup>9</sup>Sometimes they had to pass a reading test with lots of impossible questions on it. <sup>10</sup>Even worse, some Black people were beaten or arrested for trying to vote, and as a result, many people saw the need for a new law.

<sup>11</sup>Many brave people stood up to protest these unfair voting rules. <sup>12</sup>Many of them were hurt and even killed. <sup>13</sup>Due to all of these reasons, leaders in the federal government realized they had to make a change. <sup>14</sup>As a result, the Voting Rights Act was passed in 1965 to make sure that the unfair actions would stop.

## **Why Voting Matters**

### **Text 1**

<sup>1</sup>Our leaders make laws to help our communities. <sup>2</sup>If we don't like the way they lead, we can vote for a different person. <sup>3</sup>Someone else can win the next election. <sup>4</sup>We make our voices heard by voting. <sup>5</sup>In many elections, less than half of the people who can vote actually do. <sup>6</sup>To make your voice heard, you have to vote when you can.

<sup>7</sup>If you cannot vote yet, you can do other things. <sup>8</sup>You can talk with adults about the importance of voting. <sup>9</sup>You can tell other adults to register to vote. <sup>10</sup>You can listen to leaders on TV and learn about their ideas. <sup>11</sup>This will help you learn about the issues that really matter to you.

## Why Voting Matters

### Text 2

<sup>1</sup>Our leaders make a lot of important decisions. <sup>2</sup>They make laws that will help our communities. <sup>3</sup>If we don't like what they do, we can vote for a different person. <sup>4</sup>A different person can win the next election. <sup>5</sup>We make our voices heard by voting for our leaders.

<sup>6</sup>Not everyone chooses to vote. <sup>7</sup>Some people who are allowed to vote stay home on Election Day. <sup>8</sup>They choose not to use their voice. <sup>9</sup>Did you know that in many elections, less than half of the citizens who can vote actually do? <sup>10</sup>To make your voice heard, you have to vote when you can.

<sup>11</sup>If you cannot vote yet, you can still get involved. <sup>12</sup> You can talk with your parents and other adults about the importance of voting. <sup>13</sup>You can encourage other adults to register to vote. <sup>14</sup>You can listen to candidates on TV and learn about their ideas. <sup>15</sup>This will help you learn about the issues that really matter to your community.

## Why Voting Matters

### Text 3 (maze)

<sup>1</sup>In a democracy, we all have a say in how the government works. <sup>2</sup>Elected leaders make a lot of important decisions. <sup>3</sup>

It  
She  
They

 make laws that will help our communities. <sup>4</sup>If we don't like the way they govern, we can vote for a different person next time. <sup>5</sup>If a lot of people want to put a different person in leadership, a different 

voter  
candidate  
registration

 will win the next election. <sup>6</sup>We make our voices heard by voting for leaders who will support ideas that we like.

<sup>7</sup>Some people who are eligible (allowed) to vote stay home on Election Day. <sup>8</sup>They choose not to use their voice. <sup>9</sup>Did you know that in many elections, less than half of the citizens 

who  
which  
what

 can vote actually do? <sup>10</sup>To make your voice heard, you have to vote whenever you get the chance.

<sup>11</sup>If you are not yet able to vote, you can still get involved. <sup>12</sup>

This  
There  
That

 are other ways to participate in democracy. <sup>13</sup>You can talk with your parents and other adults about the importance of voting. <sup>14</sup>You can encourage other adults to register to vote. <sup>15</sup>You can listen to candidates on TV and learn about their opinions. <sup>16</sup>These actions can lead to you staying informed about the issues that really matter to your community.

## **Why Voting Matters**

### **Text 3 (complete)**

<sup>1</sup>In a democracy, we all have a say in how the government works. <sup>2</sup>Elected leaders make a lot of important decisions. <sup>3</sup>They make laws that will help our communities. <sup>4</sup>If we don't like the way they govern, we can vote for a different person next time. <sup>5</sup>If a lot of people want to put a different person in leadership, a different candidate will win the next election. <sup>6</sup>We make our voices heard by voting for leaders who will support ideas that we like.

<sup>7</sup>Some people who are eligible (allowed) to vote stay home on Election Day. <sup>8</sup>As a result, they are not able to have a say in who gets to lead. <sup>9</sup>Did you know that in many elections, less than half of the citizens who can vote actually do? <sup>10</sup>In order to make your voice heard, you have to vote whenever you get the chance.

<sup>11</sup>If you are not yet able to vote, you can still get involved. <sup>12</sup>There are other ways to participate in democracy. <sup>13</sup>You can talk with your parents and other adults about the importance of voting. <sup>14</sup>You can encourage other adults to register to vote. <sup>15</sup>You can listen to candidates on TV and learn about their opinions. <sup>16</sup>These actions can lead to you staying informed about the issues that really matter to your community.

## Voting in a Democracy Day 0 Lesson

### Introduction to the Module

#### **Purpose of the Day Zero Lesson**

The first lesson of a KLI module is intended to allow students to preview the inquiry topic of the module and to be introduced to the Discovery Reading thought process routines. We provide some general guidance in this Day Zero lesson plan, but we allow for and encourage flexibility so teachers can use this first day to get themselves and students set up for success in the module. Thus, this lesson should not be used as a script or formula.

Generally, the components of the Day 0 lesson should include:

- acquainting students to the teacher, each other and the classroom environment
- introducing and explaining the DR thought process routines using the DR prompt card
- reading a short text that introduces the topic of the module and allows for students to begin practicing the DR routines
- setting up the inquiry space and discussing what topics or questions students are curious about learning in the module

#### **Introductory activities to establish classroom environment (optional)**

Use the first ten minutes to introduce students to the classroom environment in ways that fit your teaching style and preferences. This is especially important if the students have not worked together or with the teacher before beginning K.L.I.

Ideas for this time might include:

- Icebreaker activities to help students get to know each other and the teacher. It's a good idea to do something that gets students talking to one another to set the stage for all the discussion they will do during the module.
- Establishing classroom routines or norms, such as expectations for participation or time-saving procedures.

#### **Introductory text to practice the DR thought process routines**

-Pass out the DR prompt card to students. Teacher may say, **“Every day we are going to be reading books together during a routine called Discovery Reading. While we read, we are going to use these special cards to help us think about what we are reading. We will use these cards to discuss what we are reading about and what we are learning while we read. Today, we are going to get introduced to what these routines are and practice them a little bit.”**

-Introduce the topic of this module: Voting in a Democracy. Teacher may say, **“During this module we are going to be learning all about how and why people vote for their leaders in**



the government. Some of you may already be familiar with how elections work, and that's great. During this unit, we are going to be doing a lot of reading, thinking, and talking about this topic, so it's okay if you don't know much about this topic yet. Just to get a little introduction to this topic before we read any books, today we are going to read this short text about voting. We'll use this text to learn and practice these routines on our Discovery Reading prompt card."

-Use this short text (see below) to introduce the typical "format" of a Discovery Reading lesson. For example, you may say, **"Each day, before we read, I will introduce our spotlight word. This is an important new vocabulary word that we will come across in the text we read during each lesson. Our first spotlight word is a very important word: Democracy. [write the word or show it to them somehow] A *democracy* is the type of government that we have in our country and in lots of other countries. It means we vote to elect the leaders that we want to put in charge. The person who gets the most votes gets elected. Be on the lookout for this word as we read today."**

- **"Another thing we will do before we begin reading each day is look at our Guiding Question. Each day we will have a question that relates to the big idea of what we are learning that day. If we think carefully about what we are reading, we will be able to answer the Guiding Question by the end of the lesson! Today our guiding question is '*What are some things that people have to do if they want to get elected to the government?*' After we read this text, we should be able to answer this question!"**

-Lead students through reading the text. You may choose to read it aloud, or choose a reading routine from our Scaffolded Reading Routine in the DR manual.

-You can either take pauses after every few sentences and lead students in practicing the thought routines. Or, you can read the whole text one time through, introduce and practice a few thought routines, then read the text a second time, and practice the routines again.

-When you pause, introduce a routine and model it for students, then invite students to take a turn practicing it as well, just as you would do during Discovery Reading. Here are two examples:

- **"One routine we are always going to do after we read is 'Monitor and Repair.' (direct them to Prompt Card) "This is when we say, 'Huh! Wait a minute! Something that confused me in the text was...' We think about what was confusing and then talk through it together so that we can understand what we are reading. I'll go first. On this part it says that candidates have to sign up to run in an election. I know that it doesn't mean running, like putting on running shoes and sprinting down the track, but what does it mean to sign up for an election? Can anyone else help me understand that? (Students share ideas). "Oh, okay, that makes more sense. You can't just join an election by saying 'hey vote for me.' You have to officially sign papers, like at the courthouse or somewhere like that, and say you are running so that people know they can vote for you. (Student name), do you want to take a turn? What in the text made you say 'Wait a minute!'"**

- “Let’s stop here and practice ‘Word in the Spotlight.’ This is when we have spotted our new vocabulary word for today in the text we are reading! During this routine, we will find our new word, explain what it means, and practice using the word in a sentence! Today our word is *democracy*.
  - “(Student name), can you read us a sentence where we saw the word *democracy*?”
  - “Great, can you explain to us what *democracy* means?”
  - “And (student name), do you think you can use the word *democracy* in your own sentence?”

-After you have finished reading the text, lead students in a discussion of the guiding question: ***‘What are some things that people have to do if they want to get elected to the government?’*** You do not need to record the answer– just use this time to talk about the answer and to help students practice returning to the text to construct an answer. Try to solicit participation from every student here.

### **Introduce the Inquiry Space**

-After you have finished reading, introduce the Inquiry Space to students. Teacher may say something like, **“During this module we are going to be learning so many exciting things about our topic. We need a place to keep track of our new knowledge! This is called our Inquiry Space. We are going to pull this up every day, at the end of each lesson, and record important things we learned during the lesson.**

**We are doing this not only to keep track of our new knowledge, but because at the end of this module, we are going to share this knowledge with others! When we are finished reading all about how and why people vote in elections, we are going to invite some other students, teachers, family members, whoever you’d like!-- to come visit our class, and we are going to share everything we learned about voting with them! We are going to be election experts by the end of this module. So that we are totally prepared to share our knowledge with others, we are going to use this inquiry space to keep our learning organized.”**

-Take some time with students to set up this inquiry space however you’d like. You may solicit input from students on how to organize it, what colors to use, etc. It’s also a good idea to add one entry to the inquiry space based on today’s lesson: for example, you may record the definition of “democracy” or write a sentence about how people get elected based on the text you read.

-Close the lesson by sharing the two overarching questions for this module and inviting students to generate any questions they have about the module, as well. Read the questions together and tell students that this is what we will be learning about in the module. You may choose to place the questions on the inquiry space if you’d like:

- Why is it important for everyone to have the right to vote in a democracy?***
- What are some ways that voting has changed over time in the United States?***

We have a lot of elected leaders who serve in our government. We have a mayor, a governor, senators, a president, and many more. Did you ever wonder how these people became our leaders? They didn't just show up and say, "Hey, I want to be in charge." They had to be elected by the people. That's how we choose leaders in a democracy.

When someone wants to be elected to an important position, they have to run for office. We call it 'running for office' but it's not actually running. It just means they have to sign up to be in the election. People who sign up to run for office are called candidates.

Candidates have to tell people why they should vote for them. They have to give people good reasons to choose them over the other candidates. Often, they have meetings with voters. They hold rallies to share their ideas. They attend church services and fairs to meet new people and hear about what they need. They have to raise money to pay for these activities. To get votes, candidates have to work really hard.

# DR Lesson A

**Discovery Reading Lesson Title:** Voting \_Lesson A (Elaborative)

**Book:** *What's the Big Deal about Elections?*

**Pages:** 5-7

## **Reminders for Every Lesson:**

- Students should practice **at least two routines** from the prompt card after **every text chunk**. Lessons are fast-paced: each routine should be practiced with **urgency**.
- For each prompt routine, invite participation from **at least two students**, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- The teacher **does not need to take a turn on every prompt routine**. When the teacher takes a turn, they should model using the prompt card language **succinctly**.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- **Full linguistic repertoire (FLR)**: Students can discuss and ask each other questions in their home language to support their mental models of the text.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

## **SETTING THE PURPOSE - Before Reading**

### **Ideas from Inquiry Space to Review Before Reading:**

- “Today we are going to start reading a book called *What's the Big Deal about Elections?*. We are going to be learning about what elections are and how they work. We aren't going to read this whole book, but I have chosen some chapters that we will read over the next few days as we learn and add to our Inquiry Space.”
- Show cover of book to students.

### **Guiding Question Framing:**

- “Let's take a second and look at the big question that we are going to be able to answer by the end of this lesson. (*Show and read the question.*) The question we will answer is: What's the difference between a ruler and an elected leader? So while we read today, let's make sure we are gathering ideas that help us understand an answer to this question.”

### Word to Preview Before Reading:

- “Before we start reading, I want to talk about a word we will encounter in this text today. The word is **election**. Repeat after me: election.” (*Students say the word.*) “Good. You might have noticed a form of that word in our guiding question for today, *elected* leader. An **election** is a process in which people vote in order to choose who is going to be in charge. So we will see that word in our reading today, and some other words that might be new to you too. We’ll discuss those when we come across them.”
- Add the vocabulary word to the Inquiry Space for later reference.

### METACOGNITIVE DISCUSSION - During Reading

#### **Text Chunk #1:** page 5– first two paragraphs

- “We are going to read a couple of paragraphs before we stop and discuss using our prompt card. I’m going to read aloud and I want you all to follow along with me in your books. Let’s start.” Students follow along while the teacher reads the first two paragraphs of page 5.
- Prompt cards should be in front of students, and direct them to look at the prompt card as you say this next part. “Let’s stop here. Let’s begin with **Word in the Spotlight** here because I spotted today’s word on this page! Did you guys see it? Who would like to read us the sentence with the word *election* in it?”
  - “Yes, (student name), thank you for reading the sentence for us. So what does it mean that Elections are a fair way to make decisions as a group? Remember our definition: elections are a process where people vote to choose who will be in charge.” Call on a student to respond and briefly discuss.
  - “Now, who would like to use the word *election* in your own sentence? When you share, start by saying, ‘Here’s my own sentence that uses this word,’ and tell us your sentence that shows us you know what *election* means!”
- “Ok great. Now let’s do Monitor and Repair. I will model first since we are just learning this routine. Here is something that was confusing for me. On page 5 it says, ‘but only seven say tag.’ What does this text mean? Hm, I think the author is saying that seven children voted or chose to play tag, but ten ‘say’ kickball, meaning they are voting for or choosing kickball. Then it says kickball ‘has won for that day’-- oh, it’s saying if 10 people voted for kickball and 7 voted for tag, then kickball wins because more people voted for it. That’s how elections work! Now it’s your turn. What was a part that made you say “Wait a minute!” What word or idea was confusing for you?”
  - Teacher calls on each student to share and guides the students (or assists students in supporting each other) in clarifying and repairing ideas.

**Text Chunk #2:** the paragraph that begins on the bottom of page 5 and spans page 6 and ends with “next election” on the top of page 7

- **“For this section, follow along again as I read aloud.”**
- **“Now begin with ‘Monitor and Repair.’ Let’s think of something that made you say ‘Wait a minute!’ Who would like to take a turn monitoring and repairing? What on those pages made you say ‘wait a minute!’”**
  - Call on one student to share and another to help that student work out their confusion. Allow students to discuss. It may be worth spending time on words like “US Constitution” and “important positions.”
- **“Now let’s practice ‘Tell What you Learned.’ What did you learn that was new? I’ll let you guys lead this one. Turn to your partner and each of you take a turn telling one thing you learned in the text. While talking to your partner, you can explain what you learned in English or another language that you speak.” (FLR). Point to the prompt card. “Remember, use your prompt card to guide your discussion. You can start by saying, ‘Here’s what I learned...’”**
  - Allow students a minute to share with one another, and ask one or two students to share out what their partner learned.
  - **“Awesome discussion. I heard some great ideas!”** (The teacher does not need to take a turn on this part if students already shared lots of ideas.)
  - Be sure that within one of these two thought routines, students are discussing this idea that elections prevent rulers from being in charge forever–this will help them later with today’s guiding question.

**Text Chunk #3:** page 7, last paragraph and yellow text box.

- **“I’m going to read aloud this last paragraph on page 7 as well as the text box right here.”**
  - Teacher reads aloud with students following along. (Or, the teacher can choose an appropriate scaffolded reading technique).
- **“Let’s do Monitor and Repair one last time. Who would like to share something on this page that made you say “Huh. Wait a minute!”? Let’s talk through it together.”**
  - Call on one student to share and another to help that student work out their confusion.
  - If no one volunteers, you can take a turn, or you can move on to “Quiz Me” as a way to check for understanding.
- **“As our last step, let’s practice ‘Quiz Me.’ I want to ask you a question to see if you understood the important ideas in this section. Can you answer this question: Why does it say that our government ‘represents us’?”**
  - Lead students in a discussion, helping students to see how elected leaders

represent us because we choose them based on what we want for our leadership and government.

- If time, invite a student to take a turn asking a question to the group.

### **SYNTHESIZING KNOWLEDGE - After Reading**

**“Now that we have finished our reading for today, let’s return to our guiding question:**

**What's the difference between a ruler and an elected leader? Hopefully you noticed that this idea came up a bunch today in our conversation.**

**“Let’s generate an answer to this together. Who has an idea to get us started?”**

Walk the students through a discussion, encouraging students to return to the text, and have them work together with you to construct an answer. The teacher leads the students in writing an answer as a group on the **inquiry space** (you write while students dictate.)

\*NOTE: You should always ensure that the vocabulary word is reinforced or reviewed after reading. You can either encourage students to use the vocabulary word in the class answer (as in the model sentence below), or you can briefly review the meaning of the word before answering the question.

Example model answer:

*A ruler is a person in government who is in charge forever; but an elected leader is chosen by voters and is only in charge for a certain amount of time. If voters want a new leader, they can choose a new leader to replace that person in the next election.*

# CR Lesson A

## Confident Reading Lesson Plan A: Elaborative

### Text: Big Changes in Voting Rights Text 1

#### Reminders for Every Lesson:

- Invite participation from **at least two students** each time you pause to discuss, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

#### Text 1

<sup>1</sup>A long time ago, only white men who owned land could vote. Laws have changed since then. <sup>2</sup>These new laws are called amendments (the word amend means to change or improve). <sup>3</sup>A new law gave African American men the right to vote in 1870. <sup>4</sup>Women started voting in 1920. <sup>5</sup>That's more than one hundred years after the U.S. became a country! <sup>6</sup>The voting age was changed to 21 to 18 in 1971. <sup>7</sup>These changes allowed more and more people to vote.

#### Text: "Big Changes in Voting Rights Over Time Text 1"

##### Step One. Teacher Intro and Model Read Aloud

"Today we are going to be reading a text called "Big Changes in Voting Rights Over Time." I will read the text aloud first so you can get a sense of what the text is saying and how it sounds. Follow along with me."

Teacher reads aloud the text while students follow along.

##### Step Two. Silent Read



“In a moment you will take turns reading this same text out loud with your partner. To get ready for that, let’s first take a minute and read the text silently in our heads. Go ahead.”  
Students read the text silently.

### Step Three. Partner Read

“Now I want you to take turns reading the text aloud to your partner. Partner A will read the whole text aloud, and then Partner B will read the text aloud.” [Offer any brief reminders related to teaching points covered in prior lessons.]

As students take turns reading the text aloud, the teacher observes and listens carefully, identifying common issues that can be discussed during the feedback and teaching portion of the lesson.

### Step Four. Discuss

“Wow, we just read a lot of information. Let’s take a second and quickly discuss what we just read. Let’s use our prompt “Tell me what you learned” from Discovery Reading. I’m going to quickly go around and point to each of you. When I point to you, tell me one thing you learned from this text.”

Teacher calls on each student to share. This should be done quickly.

### Step Five. Feedback and Teaching Point

Teacher provides feedback in specific areas, such as: (see manual for description)

- pace and expression
- accuracy
- punctuation
- connectives and conjunctions
- words and phrases that signal text structure
- other forms of phrasing

**Example:** “While you were reading, I heard some really great confident reading. First, I noticed that you all were reading with expression. When a text has interesting, exciting, surprising, or even just important information, it’s always good to read it in such a way that expresses the feeling in the text. This makes the meaning even clearer to readers. Confident readers make the text sound clear to whoever is listening to them read.

“Let’s talk a little bit about an example of how we can read with this sort of expression. Let’s reread the fifth sentence: *That’s more than one hundred years after the U.S. became a country!* Do you see how there is that exclamation point at the end of this sentence? Authors use exclamation points for different reasons– to share they are happy or

excited, or to share something surprising or shocking, or something they believe is really important. Here, this sentence is a little surprising, and also important, because it is saying that women and African Americans were not able to vote until the country had been in existence for over 100 years! So I need to put some “oomph” on that sentence when I read it to convey this important idea.

“Let’s practice this and hear how it sounds. Now I’ll read the whole sentence, being sure to put emphasis on this idea, and I want you to repeat after me: *That’s more than one hundred years after the U.S. became a country!* (students repeat; do this maybe 1 or 2 more times.)

### Step Six. Bridging Language Routine

The teacher offers a teaching point related to an example of bridging language in the text using the systematic routine:

“Let’s re-read a couple of sentences. Put your finger on this sentence and listen while I read. <sup>6</sup>The voting age was changed to 21 to 18 in 1971. <sup>7</sup>These changes allowed more and more people to vote.

“What is *these changes* referring to in the seventh sentence? What changes?

Students: “Changes to the voting laws.”

“Right. It’s not just the laws like how old someone has to be to vote, but other changes mentioned in other sentences, such as allowing women to vote. OK, let’s check it and see. Let’s place the words *changes to the voting laws* in place of “*these changes*” in the seventh sentence. Read aloud with me, from the beginning: <sup>6</sup>The voting age was changed to 21 to 18 in 1971. <sup>7</sup>*Changes to the voting laws* allowed more and more people to vote.

“Does that sound right? Yes! It’s a little repetitive, which is why the author chose to replace *these changes* in the first place, but we know that it is talking about all these changes to the voting laws the author has mentioned in the passage!”

### Step Seven. Group Read

“Let’s read the text one last time, and this time we will choral read aloud, all together. Let’s try to make sure we are incorporating the feedback we learned today.”

Students and the teacher read the text together, and the teacher provides some brief last bits of feedback.

# BW Lesson A

## Breaking Words Lesson Plan A (Elaborative\_High Teacher Support) Voting in a Democracy Module

### Word Cards:

- *elect*
- *govern*

### Affix Cards:

- *in-*
- *-s/-es*
- *-ion/-tion*
- *-ous*
- *-ment*

*Note:* Not all of these affixes will be used in every Breaking Words lesson during this module, but students should have access to the affix cards to experiment with during this section of the lesson. Cards will be used again in future lessons.

\*Two sides of the same notecard.

*Note:* For each part of the lesson, refer back to the BW Prompt Card

|                 |   |
|-----------------|---|
| <b>Warm up</b>  | There is no warm up today because it is the first day of the module.  |
| <b>Phase</b>    | <b>Word 1: <i>elect</i></b>   |
| <b>Count It</b> | <p>“Today we are going to work with a few words related to our learning about voting in a democracy. The first word is <i>elect</i>. For example, we learned voters can <i>elect</i> leaders to make laws and decisions for a city or country. Let’s start with <b>Count It</b> on our prompt card. How many syllables are in the word <i>elect</i>?”</p> <p>[Do this without showing the written word to students; this prompts them to think about it based on phonology (sound)]</p> <p>Students: <i>Two</i></p> <ul style="list-style-type: none"> <li>• <i>Note: if students struggle with syllabification, remind them of the vowel rule: one vowel sound for each syllable. Also, the teacher can help them clap through the “rhythm” of the word: “Think about how it sounds as we say it and the movement of your chin up and down with each syllable.”</i></li> </ul> |

|                               |   |
|-------------------------------|---|
|                               | <p>“You’re right! <i>Elect</i> has two syllables. Let’s clap it out to make sure.”</p>  |
| <b>Read It</b>                | <p>Now let’s move on <b>Read It</b> (place the word card in front of the student). Can you read this word aloud?”</p> <p>Students: <i>elect</i></p>   |
| <b>Use It</b>                 | <p>“Next, let’s <b>Use It</b>. How would you use <i>elect</i> in a sentence about voting?”</p> <p>Students: (for example) <i>People go to a voting center to elect new officials to run the government.</i></p> <p>(Note: give two students an opportunity to contribute a sentence; invite students to use their <u>full linguistic repertoire</u>)</p>  |
| <b>Divide It</b>              | <p>“Now it’s time for <b>Divide It</b>. How would we divide this word?”</p> <p>Students: <i>e/lect</i></p> <p>Students mark these breaks on the card. If they mark a break in a place that is not logical, the teacher provides support.</p> <p>“Let’s check each syllable to make sure it has exactly one vowel sound. E has /ee/ or /uh/ depending on how you say it, LECT has /eh/. Awesome! We are going to cut this word into two pieces.”</p>   |
| <b>Assemble It</b>            | <p>“Ok, time to <b>Assemble It</b>. How do we put this word back together?” Scramble the cards and have students put it back together. Repeat a few times.</p>  |
| <b>Write It</b>               | <p>“Next we’re going to <b>Write It</b>. Without looking, how do you write <i>elect</i>? Think about the two syllables we found to help you spell it.”</p> <p>Students take a moment to write the word on the whiteboards. If students need assistance, prompt them to think about what they noticed/learned in previous parts of the lesson to help them write it correctly.</p>   |
| <b>Transform &amp; Use It</b> | <p>“Last but not least, let’s <b>Transform It</b>.</p> <p>“While we are learning about voting, we are going to pay attention to a set of word parts that can be added to a lot of our words, though not all of them will work. I have already made cards for these parts so that we can add them to our words.</p> <p><i>Show the students the affixes for this module: in- , -s/es, -ion/tion, -ous, -ment</i></p> <p>“These word parts add meaning to our words. For example, if I add the word</p> |

|          | <p>part <i>-s</i> to <i>elect</i>, I get the word <i>elects</i>. The <i>-s</i> ending adds meaning to the word <i>elect</i> by giving more information about <u>when</u> the word is happening. In this example, <i>elects</i> means that someone or something is happening right now.</p> <p>“Let’s try another one of our word parts. Let’s add <i>-tion</i> where we just had <i>-s</i>. (<i>Physically lay the -tion card next to the base word.</i>) What new word do we have?”</p> <p>Students: <i>election</i></p> <p>“If the word part <i>-tion</i> means the act of doing something, what do you think <i>election</i> could mean?”</p> <p>Students: <i>The act of electing someone.</i></p> <p>“Does adding <i>-tion</i> add a syllable?”</p> <p>Students: <i>Yes, now it is three syllables.</i></p> <p>“How could you use <i>election</i> in a sentence about voting?”</p> <p>Students: <i>The people held an election to vote for a new mayor.</i></p> <p>“Awesome. Now, does that word work in that sentence? Does it make sense?”</p> <p>Students: <i>Yeah, it makes sense because we have read in our book about how elections work.</i></p> <p>“Great work! I’m going to start building a word deck of the words we create in Breaking Words lessons during this module. I’m going to write <i>elects</i> and <i>election</i> on two word cards for us to practice later.</p> <p>“Let’s move on to our next word.”</p> |
|----------|---|
| Phase    | Word #2: <i>govern</i>  |
| Count It | <p>“Our next word is <i>govern</i>. We have learned that in a democracy, people can vote for people to <i>govern</i>, or rule over them, to make laws and protect citizens.. Let’s start with <b>Count It</b> on our prompt card. How many syllables are in the word <i>govern</i>?”</p> <p>[Do this without showing the written word to students; this prompts them to think about it based on phonology (sound)]</p> <p>Students: <i>Two</i></p>  |

|                               |   |
|-------------------------------|---|
|                               | <ul style="list-style-type: none"> <li><i>Note: if students struggle with syllabification, remind them of the vowel rule: one vowel sound for each syllable. Also, the teacher can help them clap through the “rhythm” of the word: “Think about how it sounds as we say it and the movement of your chin up and down with each syllable”</i></li> </ul> <p>“You’re right! <i>Govern</i> is a two syllable word.”</p> |
| <b>Read It</b>                | <p>“Now let’s move on <b>Read It</b> (<i>place the word card in front of the student</i>). Can you read this word aloud?”</p> <p>Students: <i>govern</i></p>  |
| <b>Use It</b>                 | <p>“Next, let’s <b>Use It</b>. How would you use <i>govern</i> in a sentence about voting?”</p> <p>Students: <i>Many people vote for candidates that they believe will govern fairly.</i></p> <p>(<i>Note: give two students an opportunity to contribute a sentence; invite students to use their <u>full linguistic repertoire</u></i>)</p>   |
| <b>Divide It</b>              | <p>“Now it’s time to <b>Divide It</b>. How would we divide this word?”</p> <p>Students: go/ vern or gov/ern [either one produces logical pronounceable chunks without misrepresenting any syllable generalizations]</p> <p>Check the vowel sounds to verify the syllables.</p> <p>“Awesome! We are going to cut this word into two pieces, gov/ern.”</p>  |
| <b>Assemble It</b>            | <p>“Ok, time to <b>Assemble It</b>. How do we put this word back together?” Scramble the cards and have students put it back together.</p>  |
| <b>Write It</b>               | <p>“Next we’re going to <b>Write It</b>. Without looking, how do you write <i>govern</i>?” Students take a moment to write the word on the whiteboards. If students need assistance, prompt them to think about what they noticed/learned in previous parts of the lesson to help them write it correctly.</p>  |
| <b>Transform &amp; Use It</b> | <p>“Last but not least, let’s <b>Transform It</b>. Let’s start by looking at the end of the word.”</p> <p><i>Show students the affix cards again: in- , -s/es, -ion/tion, -ous, -ment</i></p> <p>“What if we added -s to this word? What is the word now? (<i>Physically lay the -s card next to the base word.</i>) “What new word do we have?”</p> <p>Students: <i>governs</i></p>                                  |

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|  | <p>“If the word part <i>-s</i> means something that is happening right now, what do you think <i>governs</i> could mean?”</p> <p>Students: <i>To rule over people and make laws in the present - like the Governor governs today.</i></p> <p>“Does adding <i>-s</i> add a syllable?”</p> <p>Students: <i>No, it is still just two syllables.</i></p> <p>“How could you use <i>governs</i> in a sentence about voting?”</p> <p>Students: <i>The new mayor we elected governs very well.</i></p> <p>“Does that word work in that sentence? Does it make sense?”</p> <p>Students: <i>Yes, it makes sense because we have read about how people govern in certain ways.</i></p> <p>“Let’s try another of our word parts. Let’s remove the <i>-s</i> and replace it with <i>-ment</i>. What word do we have now?”</p> <p>Students: <i>government</i></p> <p>“Does <i>ment</i> add another syllable to the base/root word <i>govern</i>?”</p> <p>Students: <i>Yes, now it is three syllables.</i></p> <p>“How could you use <i>government</i> in a sentence about voting?”</p> <p>Students: <i>People vote to replace representatives in the government.</i></p> <p>“Let’s try one more. Keep that word <i>government</i>. This time, let’s add back in that <i>-s</i> word part. What happens? What word do we have now?”</p> <p>Students: <i>governments</i></p> <p>“So we learned that <i>-s</i> can mean to do something in the present, but it can also mean something else. It can also make something plural. Here, the <i>-s</i> means <i>more than one</i>. So based on that information, what do you think the word <i>governments</i> means?”</p> <p>Students: <i>more than one government</i></p> <p>“Does <i>s</i> add another syllable to the base/root word <i>government</i>?”</p> <p>Students: <i>No, it is still three syllables.</i></p> |
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|  | <p>“How could you use <i>governments</i> in a sentence about voting?”</p> <p>Students: <i>Different countries may have different types of governments.</i></p> <p>“Great work! I’m going to make word cards for these new words for us to review later.” Make a word card for <i>govern</i>, <i>governs</i>, <i>government</i>, and <i>governments</i>.</p> <p><i>(Students may add words to the inquiry space to synthesize their knowledge of the module topic.)</i></p> |
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# DR Lesson B

**Discovery Reading Lesson Title:** Voting\_Lesson B (Blueprint)

**Book:** *What's the Big Deal about Elections?*

**Pages:** pages 22-29

Note: This is a longer chunk of text today. The goal is for students to generally understand the difference between local and federal governments– don't get too caught up in the details of the three branches of government.

## **Reminders for Every Lesson:**

- Students should practice **at least two routines** from the prompt card after **every text chunk**. Lessons are fast-paced: each routine should be practiced with **urgency**.
- For each prompt routine, invite participation from **at least two students**, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- The teacher **does not need to take a turn on every prompt routine**. When the teacher takes a turn, they should model using the prompt card language **succinctly**.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- **Full linguistic repertoire (FLR):** Students can discuss and ask each other questions in their home language to support their mental models of the text.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

## **SETTING THE PURPOSE - Before Reading**

### **Ideas from Inquiry Space to Review Before Reading:**

- Review 1-2 new learnings from our previous lessons about voting in elections, using the inquiry space.

### **Guiding Question Framing:**

- Show question: *Why do we need local governments and a federal government?*
- **"As we talk and discuss our reading together, we're going to be thinking about how to answer our guiding question."**

### **Word to Preview Before Reading:**

- federal: a government that is in charge of the whole country

- Add the vocabulary word to the Inquiry Space for later reference.

### **METACOGNITIVE DISCUSSION - During Reading**

**Text Chunk #1:** pages 22 and 23. Teacher reads aloud while students follow along.

Prompt cards should be in front of students and the teacher for all discussions.

- **“Let’s stop here and begin with ‘Word in the Spotlight’ because I know some of us spotted our vocabulary word on this part! Who can read us the sentence with the word federal in it?”**
  - Call on a student to read the sentence and ask the student to explain the meaning of the word.
  - Call on another student to come up with an original sentence using the word federal.
- **“Next, let’s practice ‘Monitor and Repair.’ Let’s think of something that made you say ‘Wait a minute!’ Who would like to go first?”**
  - Call on students to share and guide them to work through their confusion. There are a couple of words and phrases that might be worth talking about in this chunk: *officials, citizens, commissioners, representatives*, etc.

**Text Chunk #2:** pages 24 and 25. Teacher reads aloud while students follow along.

- **“Let’s start with ‘Monitor and Repair’ again. Who would like to share something on this page that made you say “Huh. Wait a minute!”?”**
  - If no students answer, point out something that you can anticipate may have been challenging for them, being sure that students understand the role of *local* governments on these pages.
- Since there is more text today, you can skip doing a second routine for this short chunk.

**Text Chunk #3:** pages 26 and 27. Teacher reads aloud while students follow along, or choose an appropriate scaffolded reading routine.

- **Let’s start with ‘Monitor and Repair’ again. Who would like to share something on this page that made you say ‘Huh. Wait a minute!’?”**
  - Give students time to discuss.
- **“OK, for our next routine, let’s do ‘Tell What You See.’ There were a lot of examples on these pages of different jobs that the elected officials in Washington, DC are doing. Let’s take a moment and turn to our partners and share what you were picturing in your mind as you read this part. You may discuss in English or another language that you speak.” (FLR)**
  - Students take turns sharing their internal movie with their partners.

**Text Chunk #4:** pages 28 and 29 (you may skip the text box on page 29). Teacher reads aloud while students follow along.

- **Let's start with 'Monitor and Repair' one last time. Who would like to share something on this page that made you say 'Huh. Wait a minute!'"**
  - Give students time to work through their confusion. It might be useful to discuss what sort of decisions apply to the whole country and what sorts of laws/ decisions are best left up to local governments.
- If you have time, practice one more routine– either “Tell what you learned” or “Quiz Me.”

#### **SYNTHESIZING KNOWLEDGE - After Reading**

Collaboratively guide students through forming and writing an answer to today's big question. Be sure to review lesson vocabulary before or while answering the question. Add answer to the Inquiry Space.

*Why do we need local governments and a federal government?*

Exemplar answer:

We need local governments to help make decisions that affect our neighborhoods and towns, such as building parks and ensuring our schools have supplies and teachers. The job of the federal government is to pass laws for our whole country, such as making sure we use the same money and have clean air, as well as deciding when to go to war with other countries.

# CR Lesson B

## Confident Reading Lesson Plan B: Elaborative

### Text: Big Changes in Voting Rights Over Time Text 2

#### Reminders for Every Lesson:

- Invite participation from **at least two students** each time you pause to discuss, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

#### Text 2

<sup>1</sup>When the U.S. was founded in the 1700s, only white men who owned land could vote.

<sup>2</sup>Laws have changed since then. <sup>3</sup>The Constitution explains the most important laws and rights in the country. <sup>4</sup>When something new is added, it is called an amendment to the Constitution. <sup>5</sup>The Fifteenth Amendment gave African American men the right to vote in 1870. <sup>6</sup>Women started voting in 1920 when another amendment was added. <sup>7</sup>That's more than one hundred years after the Constitution was written! <sup>8</sup>In 1971, the voting age was changed to 21 to 18. <sup>9</sup>These changes have allowed more and more people to vote for their leaders.

#### Text: "Big Changes in Voting Rights Over Time Text 2"

##### Step One. Teacher Intro and Model Read Aloud

"Now we are going to read another version of our "Big Changes in Voting Rights Over Time" text. You'll recognize a lot of it, but there are some new ideas and vocabulary. I will read the text aloud first so you can get a sense of what the text is saying and how it sounds. Follow along with me." [At this point in the lesson, teachers can also remind students of a teaching

point covered previously, such as, “Last time we were working on how to pause after a period at the end of the sentence. As I read, pay attention to where I pause.”]

Teacher reads aloud the text while students follow along.

### **Step Two. Silent Read**

“In a moment you will take turns reading this same text out loud with your partner. To get ready for that, let’s first take a minute and read the text silently in our heads. Go ahead.”

Students read the text silently.

### **Step Three. Partner Read**

“Now I want you to take turns reading the text aloud to your partner. Partner A will read the whole text aloud, and then Partner B will read the text aloud.” [Offer any brief reminders related to teaching points covered in prior lessons.]

As students take turns reading the text aloud, the teacher observes and listens carefully, identifying common issues that can be discussed during the feedback and teaching portion of the lesson.

### **Step Four. Discuss**

“Wow, we just read a lot of information. Let’s take a second and quickly discuss what we just read. Let’s use our prompt “Tell me what you learned” from Discovery Reading. I’m going to quickly go around and point to each of you. When I point to you, tell me one new thing you learned from this text.”

Teacher calls on each student to share. This should be done quickly with very little elaboration or discussion.

### **Step Five. Feedback and Teaching Point**

Teacher provides feedback in specific areas, such as: (see manual for description)

- pace and expression
- accuracy
- punctuation
- connectives and conjunctions
- words and phrases that signal text structure
- other forms of phrasing

**Example:** “While you were reading, I heard some really great confident reading. First, I noticed that you all read at just the right volume. I know in the past we have talked about reading loudly and clearly so that we can all understand one another, so it’s great that I heard you read with a nice strong volume. Confident readers make the

text sound clear to whoever is listening to them read.

“Let’s talk a little bit about the way we should sound when we read phrases that are separated from the rest of a sentence with a comma. I’m going to reread the fourth sentence: *When something new is added, it is called an amendment to the Constitution*. Do you hear how I paused between *When something new is added* and *it is called an amendment to the Constitution*? The first part of that sentence isn’t a complete thought, is it? It’s giving me information, but that pause tells me that I’m about to learn what happens when something new is added or what this is called. I make sure to put a little space there to show that the big idea in the sentence is on its way.”

“Let’s practice this and hear how it sounds. “Now I’ll read the whole sentence, being sure to take that brief pause at the comma, and I want you to repeat after me: *When something new is added, it is called an amendment to the Constitution*. (students repeat; do this maybe 1 or 2 more times.)

#### Step Six. Bridging Language Routine

The teacher offers a teaching point related to an example of bridging language in the text using the systematic routine:

“Let’s re-read the last sentence. Put your finger on the last sentence and listen while I read: *These changes have allowed more and more people to vote for their leaders*.

“Who is *their* referring to at the end of this sentence?”

Students: “The people.” [or the people who vote]

“People? OK, let’s check it and see. Let’s place the word *people’s* in place of *their* in this sentence. Read aloud with me, from the beginning: “These changes have allowed more and more people to vote for *people’s* leaders.

“Does that sound right? It’s really repetitive, but yes, it technically makes sense. *Their* sounds better so that the author doesn’t have to repeat that same word, but we know based on the information earlier in the sentence that *their* refers to those people who are voting for leaders.”

#### Step Seven. Group Read

“Let’s read the text one last time, and this time we will choral read aloud, all together. Let’s try to make sure we are incorporating the feedback we learned today.”

Students and the teacher read the text together, and the teacher provides some brief last bits of feedback.

# SW Lesson A

## Sentence Workshop Lesson A (Elaborative)

### Voting in a Democracy Module

**Mystery Sentence:** In an election, people vote for leaders of the government who will help keep everyone safe and healthy.

**Sentence #1:** In an election, people vote for leaders of the government.

**Sentence #2:** Government leaders will help keep everyone safe and healthy.

**Word Cards for Sentence #1:** If you are making the cards beforehand, it might be helpful to group them by chunk, paperclip each chunk, and have them ready to go in the order they'll appear in the lesson. [Note: some cards consist of entire phrases as indicated by the brackets.]

*Vote, the, for, people, government*

*Of, leaders*

*[in an election]*

**Word Cards for Sentence #2:**

*safe, healthy, everyone, keep, [government leaders], and*

*Help, will*

**Mystery Sentence:** *who*

Note: Be sure the SW prompt card is visible to the whole group. Use it to guide the discussion of each sentence.

#### Build Sentence #1

*"Today we are going to build a sentence that is about our topic of voting. We are going to start with a few words, and then we'll add more words to make the sentence longer and longer."*

*"Here on the table I have some word cards." (T reads each card as they lay them out.) Can you build a sentence that makes sense using all these word cards?"*

**Word Cards:** *vote, the, for, people, government*

**Teacher allows students to arrange the words to make a sentence, then debriefs with the**

**students and provides feedback, such as:**

“OK, read the sentence you made.” (Student reads: ***People vote for the government.***) “Does that sentence make sense?” [Students answer] “Yes. *It does, doesn’t it? People do vote for the government. We’ve read a little bit about that in Discovery Reading.*”

**Teacher directs the student to the first question on the prompt card,** “Let’s talk about what is going on in this sentence. Here we have some questions on this prompt card that will help us. Our first question is, ‘Who or what is the most important part of this sentence?’” [Student answers]

“You’re right, people are the most important part of this sentence; that’s the ‘what’ in the sentence. Let’s look at our second question. What do we know about people? [student answers] “We know that people are doing a clear action in this sentence- they vote for the government. We’ve read a little bit about that in our Discovery Reading lessons!”

“Now, let’s add on to this sentence by adding these words in the appropriate places. Where can we put these words to make a longer sentence about our topic that still makes sense? Try it.”

**Word Cards:** of, leaders

**T gives students time to add words, providing support or feedback as necessary.**

“Can you read to me what you wrote?” (Student may read something like ***People of leaders vote for the government.***) “Hmm, does that sound right? When I hear that, I wonder if that sentence really makes sense and matches what we have been learning in our reading about voting. *People of leaders* isn’t really a phrase that makes sense to me. Let’s try again.”

**T gives students more time to build the sentence and follows the feedback routine again, until an appropriate sentence is built: People vote for leaders of the government.**

**Note:** After the teacher has given the students up to two attempts to arrange the words and if they are still not successful, the teacher should intervene. The teacher can do one of three things while intervening:

- 1) Teacher can combine the words ‘leaders of’ into one phrase and model inserting the words into different places, reading each option aloud and checking it each time, until they have found the sentence that conveys the idea clearly.
- 2) Directly explain how the sentence should be organized, such as: “*In our first sentence, we said that people vote for the government. Now let’s use the two new words to say something about the government [point to end of sentence], not about the people [point to beginning of the sentence]. Who exactly do the people vote for in the government?*” Give students a moment to use the cards to build a sentence using this hint.
- 3) If needed, the teacher can move the cards to the right place, but keep them in the wrong order, so that students can see where they go in the sentence but still have to think



about the order of the phrase. “So I am going to move our word cards ‘of’ and ‘leaders’ over here between the words ‘for’ and ‘the’. This way they are closer to the word government. Now can you put them in the right order in this part of the sentence to form an idea that makes sense?”

**The teacher should continue to redirect students to the Sentence Workshop Prompt card.**

“Let’s expand it one more time. Here’s a phrase we are going to insert. Where can we put this phrase to help this sentence mean the same thing?”

**Word Cards:** [in an election]

**T allows students to build sentence, using the feedback routine and helping the student generate one of these possible sentences:**

***In an election, people vote for leaders of the government.***

-or-

***People vote for leaders of the government in an election.***

“OK, read the sentence you wrote.” (Student reads: ***In an election, people vote for leaders of the government.***) “Does that sentence make sense? Yes, It does! That’s how elections work. People vote for leaders who will join the government. We have been reading a lot about this idea.” (Note: If time permits, let students see both options so they can see how the phrase can be positioned differently and still make sense.)

### **Manipulate Morphosyntactic Structure of Sentence #1**

\*Note: This routine is placed here in this lesson plan, but it could be done anytime while building sentences (i.e., after you have built a whole expanded sentence, or after the first expansion of a sentence, etc.). The key is that at one point during the lesson, the teacher follows a routine to help students manipulate the morphosyntactic structure of a sentence. Note: this is a verbal conversation; students and the teacher are not manipulating the sentence with new word cards here.

“What if we changed a word in this sentence? What if instead of people, the sentence said my uncle? What if it said: ***In an election, my uncle vote for leaders of the government.*** What would we need to change about the rest of the sentence to make that sentence make sense?”

**Student provides an answer.** “Right, so one problem with this sentence now is the word vote. If it is only one person, my uncle, that we are talking about, we would need to change the word vote to something that lines up. So how can we change the word vote to show it’s only talking about one person’s action?” **Student answers.**

“Yes, we can say votes instead. ***My uncle votes for leaders of the government.*** Great! Is there another way we could change the word vote and still have a sentence that makes sense?”

*“Yes, we could change **it** to **voted**. **My uncle voted**. That would work too, but it would mean we are talking about the past, a vote that already happened in the past.”*

## Build Sentence #2

Teacher removes the word cards from Sentence #1 and places them off to the side (**note: put them in a nested stack, keeping them in order, to make it easier to quickly re-build the mystery sentence later**).

*“Now I’m going to move these and keep them right here because we’ll come back to them in a moment, but now we are going to build a different sentence. Can you create a sentence using these word cards?”* Teacher reads each card while displaying it on the table. Teacher places them on the table for students to arrange.

**Word Cards:** *safe, healthy, everyone, keep, [government leaders], and*

Students build **Government leaders keep everyone safe and healthy**. *“OK, read that sentence aloud to me. Does it sound right? Is it logical? Excellent, yes, I agree.”*

**T refers to the prompt card:** *“Can you tell me who or what is the most important part of this sentence?”* [Student answers] *“Government leaders are the most important “who” in our sentence. What do we know about government leaders?”* [Student answers] *“They help keep people safe and healthy.”*

*“Let’s add on to this sentence with a few more words. Can you add these word cards to the sentence?”*

**Word Cards:** *help, will*

Teacher encourages students to manipulate the cards and talk through the sentence as they consider how to arrange the cards.

Students can build the sentence: **“Government leaders will help keep everyone safe and healthy.”**, with the teacher providing feedback and scaffolding as needed. **T refers back to question three on the prompt card:** *“Can we answer questions about when, or how government leaders support everyone, or people stay safe and healthy?”* [student responds]

## Build Mystery Sentence and Discuss Meaning

Teacher places sentence #1 (already built) back on the table so that both sentences are arranged in front of the students. **Note: Do not spend time asking students to rebuild the sentences; put them back on the table intact.**

*“Alright, today we have built two sentences. Let’s take a second and read each one and talk briefly about the ideas in these sentences. First we built, **In an election, people vote for leaders of the government.** and our second sentence was **Government leaders will help keep everyone safe and healthy.** Hm, so what do you picture in your mind when you read the first sentence? (Student shares; teacher leads a very short discussion.)*

*“Like you said, I picture people lining up to vote on election day for their leaders. What about the second sentence? What does it tell us about leaders? What are they doing in the second sentence?” [Allow students to share.] “That’s right. The leaders in the government are supposed to do things that are helpful for the community.”*

*“So we’ve got two really important ideas here. Now we are going to put these two sentences together to make one big mystery sentence. We are going to combine the two sentences by adding the word ‘**who**’. Teacher lays out [who] word card. This word will be used to replace some of the words that are already there. Where can we place this word to combine the two sentences?” (Student places word cards, with support as necessary.)*

**Word Cards:** who

*“Great job. Let’s read our big mystery sentence. Who can read it aloud to us?”*

***In an election, people vote for leaders of the government who will help keep everyone safe and healthy.***

*(Or they could build: **In an election, people vote for government leaders who will help keep everyone safe and healthy.**)*

*“This makes sense, right? Who can explain why you removed the words government leaders?” (T holds up any unused cards)*

*“Yes, we replaced those with **who** because we don’t need to say those words twice in the same sentence. The word who refers back to leaders of the government.”*

*“Excellent job building this complex sentence today. It’s got some really important ideas in it to help us learn more about voting and election processes, so let’s add it to our inquiry space.”*

**Teacher and students add the mystery sentence to the Inquiry Space.**

# DR Lesson C

**Discovery Reading Lesson Title:** Voting\_Lesson C (Blueprint)

**Book:** *What's the Big Deal about Elections?*

**Pages:** 8-13

## **Reminders for Every Lesson:**

- Students should practice **at least two routines** from the prompt card after **every text chunk**. Lessons are fast-paced: each routine should be practiced with **urgency**.
- For each prompt routine, invite participation from **at least two students**, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- The teacher **does not need to take a turn on every prompt routine**. When the teacher takes a turn, they should model using the prompt card language **succinctly**.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- **Full linguistic repertoire (FLR)**: Students can discuss and ask each other questions in their home language to support their mental models of the text.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

## **SETTING THE PURPOSE - Before Reading**

### **Ideas from Inquiry Space to Review Before Reading:**

- Review 1-2 new learnings from our previous lessons about voting using the Inquiry Space.

### **Guiding Question Framing:**

- Show question: *How has the right to vote changed since the United States first started having elections?*
- "As we talk and discuss our reading together, we're going to be thinking about how to answer our guiding question."

### **Word to Preview Before Reading:**

- **demand**: asked for something strongly or insisted on something happening, such as calling for a change to be made
- Add the vocabulary word to the Inquiry Space for later reference.

## METACOGNITIVE DISCUSSION - During Reading

**Text Chunk #1:** page 8. Teacher reads aloud while students follow along.

Prompt cards should be in front of students and the teacher for all discussions.

- **“Let’s stop here and begin with ‘Word in the Spotlight’ because I believe our vocabulary word might have just appeared on this part! Who can read us the sentence with the word *demanded* in it?”**
  - Call on a student to read the sentence and ask the student to explain the meaning of the word.
  - Call on another student to come up with an original sentence using the word *demanded*.
- **“As always, I want to give you a chance to ‘Monitor and Repair.’ Let’s think of something that made you say ‘Wait a minute!’ Was there anything confusing to you while we read this page? Who would like to go first?”**
  - Call on students to share and guide them to work through their confusion or to help each other work through their confusion.

**Text Chunk #2:** 2 paragraphs on page 9 and 10– beginning with “Frederick Douglass knew” and ending with “very own futures too.” Teacher reads aloud while students follow along.

- **“Let’s begin with ‘Monitor and Repair’ again just to make sure we can clear up anything that confused us. Who would like to share something on this page that made you say “Huh. Wait a minute!”?”**
  - Call on a student to share and allow students to collaborate to work out their confusion.
  - If students are not taking a turn, you may invite them to share what they know about the word *abolish* or concept of *abolition*, perhaps even discussing Douglass’ quote “without the vote, slavery is not abolished.”
  - Other key words on page 10 that may be worth discussing are *denied*, *participate*, and *protested*.
- **“There was a lot of important information about some important historical moments in this section. Let’s take a second and do ‘Quiz Me’ with our partners. I want each of you to think of a question that will see if your partner understood the big idea. When you’re ready, take turns asking your partner your questions and see if you can answer them!”**
  - Allow students to ask and answer each other’s questions, and share out if time permits.

**Text Chunk #3:** last paragraph on page 10, paragraph on page 12 (you can skip the text box on page 12 if you are getting short on time), and page 13. Teacher can read aloud or choose an appropriate scaffolded reading technique.

- **Let's start with 'Monitor and Repair' one last time. Who would like to share something on this page that made you say 'Huh. Wait a minute!'"?**
  - Give students time to discuss.
  - You may anticipate words students may have trouble with here, such as *automatically* and *declaring*. *Declaring* may be a nice word to discuss as on page 13, it is used synonymously with *demand*ed.
- **"Let's do 'Tell What You See' in our next routine. Remember, reading can be like watching a movie in our heads when we visualize what we're reading. Who would like to share with us what they saw in their minds as they read this page? Remember to begin by saying, "Let me describe what I see in my head."**
  - Call on one student to share and another to respond.

### SYNTHESIZING KNOWLEDGE - After Reading

Collaboratively guide students through forming and writing an answer to today's big question. Be sure to review lesson vocabulary before or while answering the question. Add answer to the Inquiry Space.

Note: Since this chunk had some other academic words today that weren't spotlight words (*participate*, *citizen*, *protested*, *declared*), you may try to encourage students to incorporate these into today's answer.

*How has the right to vote changed since the United States first started having elections?*

Exemplar answer:

When the United States first started holding elections, only white men who owned land or a home were allowed to vote. However, many groups of people protested and demanded the right to participate in elections. Now, African Americans, American Indians, women, and other groups have the right to vote.

# CR Lesson C

## Confident Reading Lesson Plan C: Elaborative

### Text: Big Changes in Voting Rights Over Time Text 3 (maze)

#### Reminders for Every Lesson:

- Invite participation from **at least two students** each time you pause to discuss, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

#### Text 3 (maze)

<sup>1</sup>When the U.S. was founded in the 1700s, only white males over the age of twenty-one

that's  
who  
had

owned property could vote. <sup>2</sup>Voting has been expanded to other groups since

then  
that  
when

. <sup>3</sup>The Constitution is the document that explains the most important laws and

rights in the country. <sup>4</sup>When something new is added to the Constitution, it is called an

amendment. <sup>5</sup>The Fifteenth Amendment gave African American men the right to vote in 1870.

She  
Them  
They

<sup>6</sup>For many years, women fought for the right to vote. <sup>7</sup> finally won this right in

1920 when the Nineteenth Amendment was adopted. <sup>8</sup>That's more than one hundred and thirty

years 

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| after<br>when<br>before |
|-------------------------|

 the Constitution was written! <sup>9</sup>In 1971, the Twenty-Sixth amendment changed the voting age from twenty-one to eighteen. <sup>10</sup>These changes have allowed more and more people to participate fully in our democracy.

**Text: “Big Changes in Voting Rights Text 3 (Maze)”**

**Step One. Teacher Intro and Maze Read**

“We have read some texts about changes to voting laws over time. Here’s another version of that text, but this time you’ll notice that a few words are missing. Read this text silently on your own and use your knowledge to pick the right word for each blank. Circle the word with your pencil, and then in a moment I will reveal the correct words.”

Students read silently and circle the words that should go in each blank.

**Step Two. Teacher Model Reads**

“OK, I saw you all really thinking about the language in the text as you chose the words that make sense in each sentence. Great! Now I’m going to read the text with the correct words inserted. Follow along with me. Pay attention to how I read the text aloud and what words should go in each spot.”

Teacher reads aloud the text while students follow along and circle the words that should go in each blank, changing their answers if needed.

The teacher should offer a teaching point related to 1-2 of the words, especially any that several students in the group may have had trouble with. This teaching routine can follow the same methods that are usually used for the fluency teaching points in other lessons.

**For example:**

“Let’s re-read the second sentence. *Voting has been expanded to other groups since that/when/then.*

“I can try out some choices for the box to see if they make sense. *Voting has been expanded to other groups since that.* Since that what? *That* is a word we use to describe a specific thing, but this is more about time, right? So what about *when*? That’s a time word– *voting has been expanded to other groups since when.* That feels wrong too. “Since when” sounds like a question. We need to say what time we are



referring to. So let's try *Voting has been expanded to other groups since then*. Yes, then, that's it! It's saying *then*, like a time in the past. In this case, if I go back to the first sentence, I see that the word *then* is referring to the 1700s– voting has been expanded to other groups beyond just white men who own land since *then*, since the 1700s! Let's practice this sentence together out loud one more time, reading the word that should go in that blank." Students and teacher read together.

### Step Three. Partner Read

"Now I want you to take turns reading the text aloud to your partner. Partner A will read the whole text aloud, and then Partner B will read the text aloud." [Offer any brief reminders related to teaching points covered in prior lessons.]

As students take turns reading the text aloud, the teacher observes and listens carefully, identifying common issues that can be discussed during the feedback and teaching portion of the lesson.

### Step Four. Feedback and Quick Practice

Note: for text iii, this routine can be a little shortened (or even skipped) because teachers already offer a teaching point via the maze routine.

Teacher provides feedback in specific areas, such as: (see manual for description)

- reading confidence
- accuracy
- punctuation
- connectives and conjunctions
- words and phrases that signal text structure
- other forms of phrasing

### Step Five. Bridging Language Teaching Point

The teacher offers a teaching point using the systematic routine:

"Let's all put our finger on the sixth sentence, and we'll read the sixth and seventh sentence. Remember, for the beginning of sentence #7, we chose the word *They* to begin that sentence. Let's re-read those sentences together: <sup>6</sup>*For many years, women fought for the right to vote.* <sup>7</sup>*They finally won this right in 1920 when the Nineteenth Amendment was adopted.*

"Who does *they* refer to in sentence 7?"

Students: "Women."

“OK, let’s check it and see. Let’s place the word “women” in place of “they” and “they” in the seventh sentence. Read aloud with me: “<sup>6</sup>*For many years, women fought for the right to vote.* <sup>7</sup>*Women finally won this right in 1920 when the Nineteenth Amendment was adopted.*”

“Does that sound right? Yes! *They* refers to women who won the right to vote!”

#### **Step Six. Group Read**

“Let’s read the text one last time, and this time we will choral read aloud, all together. Let’s try to make sure we are incorporating the feedback we learned today.”

Students and the teacher read the text together, and the teacher provides some brief last bits of feedback.

# BW Lesson B

## Breaking Words Lesson Plan B (Blueprint)

### Voting in a Democracy Module

#### Word Cards:

- *participate*
- *justice*

#### Affix Cards:

- *in-*
- *-s/-es*
- *-ion/-tion*
- *-ous*
- *-ment*

*Note:* Not all of these affixes will be used in every Breaking Words lesson during this module, but students should have access to the affix cards to experiment with during this section of the lesson. Cards will be used again in future lessons.

\*Two sides of the same notecard.

*Note:* For each part of the lesson, refer back to the BW Prompt Card

|                 |  |
|-----------------|--|
| <b>Warm Up</b>  | <p>Teacher may say:</p> <p>“In our last Breaking Words lesson, we analyzed a bunch of cool words. Let's read them quickly to review them.”</p> <p><i>Teacher can flash words and kids can read them chorally.</i></p> <p>“I’ve picked one of our words. Who can use this one in a sentence for us?”</p>  |
| <b>Phase</b>    | <p><b>Word 1: <i>participate</i></b></p> <p><b>Spanish cognate: <i>participar</i></b></p>  |
| <b>Count It</b> | <ul style="list-style-type: none"> <li>• Teacher may say:</li> </ul> <p>“Let’s begin by looking at a few words related to our learning about voting in a democracy. The first word is <i>participate</i>. We’ve learned a little bit about how people have fought for the right to <i>participate</i> in elections.”</p> <p>“How many syllables are in the word <i>participate</i>?”</p> |

|                               |  |
|-------------------------------|--|
|                               | <ul style="list-style-type: none"> <li>Students may say: four</li> </ul> <p><i>Note: if students struggle with syllabification, remind them of the vowel rule: one vowel sound for each syllable.</i></p>  |
| <b>Read It</b>                | <ul style="list-style-type: none"> <li>Teacher may say:<br/>“Can you read this word aloud?”</li> </ul>   |
| <b>Use It</b>                 | <ul style="list-style-type: none"> <li>Teacher may say:<br/>“How would you use the word <i>participate</i> in a sentence having to do with voting in a democracy?”</li> </ul> <p><i>Note: Give two students an opportunity to contribute a sentence; invite students to use their <u>full linguistic repertoire</u></i></p>  |
| <b>Divide It</b>              | <ul style="list-style-type: none"> <li>Teacher may say:<br/>“Can we divide this word?”</li> <li>Students may say: par/ti/ci/pate or part/i/cip/ate</li> </ul>  |
| <b>Assemble It</b>            | <ul style="list-style-type: none"> <li>Teacher may say:<br/>“How do we put this word back together?”</li> </ul> <p><i>Note: Scramble the cards and have students put it back together.</i></p>   |
| <b>Write It</b>               | <ul style="list-style-type: none"> <li>Teacher may say:<br/>“How do you write the word <i>participate</i>?”</li> </ul>   |
| <b>Transform &amp; Use It</b> | <ul style="list-style-type: none"> <li>Teacher should display the affix cards <i>in-</i> , <i>-s/es</i>, <i>-ion/tion</i>, <i>-ous</i>, <i>-ment</i></li> <li>Teacher may say:<br/>“Let’s start by adding <i>-s</i> to the end of the base word <i>participate</i>. What word do we have now?”<br/><br/>“Does adding <i>-s</i> create another syllable?”<br/><br/>“How could you use <i>participates</i> in a sentence?”<br/><br/>“What happens when we take off <i>-s</i> and add <i>-tion</i> to the end of the word?”<br/><br/>“Does adding <i>-tion</i> create another syllable?”<br/><br/>“How could you use <i>participation</i> in a sentence?”<br/><br/>“Does that word make sense? How do you know?”</li> </ul> |

|  |   |
|--|---|
|  | <p>“How is it different from using <i>participates</i>?”</p> <ul style="list-style-type: none"> <li>Teacher will write real words on new cards to add to the warm-up deck (<i>participate, participates, participation</i>).</li> </ul> |
|--|---|

| Phase              | Word 2: <i>justice</i><br>Spanish cognate: <i>justicia</i>   |
|--------------------|--|
| Count It           | <ul style="list-style-type: none"> <li>Teacher introduces the word <i>justice</i> and uses it in a sentence. “Justice is fair treatment. We have learned about how certain groups fought for justice because they believed voting was a right that everyone needed to have.”</li> </ul> <p>“How many syllables are in the word <i>justice</i>?”</p> <ul style="list-style-type: none"> <li>Students may say: two</li> </ul> <p><i>Note: If students struggle with syllabification, remind them of the vowel rule: one vowel sound for each syllable.</i></p> |
| Read It            | <ul style="list-style-type: none"> <li>Teacher may say: “Can you read this word aloud?”</li> </ul>   |
| Use It             | <ul style="list-style-type: none"> <li>Teacher may say: “How would you use the word <i>justice</i> in a sentence about voting?”</li> </ul> <p><i>Note: Give two students an opportunity to contribute a sentence; invite students to use their <u>full linguistic repertoire</u></i></p>   |
| Divide It          | <ul style="list-style-type: none"> <li>Teacher may say: “How would we divide this word?”</li> <li>Students may say: jus/tice or just/ice</li> </ul>  |
| Assemble It        | <ul style="list-style-type: none"> <li>Teacher may say: “How do we put this word back together?”</li> </ul> <p><i>Note: scramble the cards and have students put it back together.</i></p>   |
| Write It           | <ul style="list-style-type: none"> <li>Teacher may say: “How do you write the word <i>justice</i>?”</li> </ul>   |
| Transform & Use It | <ul style="list-style-type: none"> <li>Teacher should display the affix cards <i>in-</i>, <i>-s/es</i>, <i>-ion/tion</i>, <i>-ous</i>, <i>-ment</i></li> <li>Teacher may say:</li> </ul>   |

|  |  |
|--|--|
|  | <p>Let's begin by adding <i>-in</i> to the beginning of this word. What word do we have now?"</p> <p>"Does adding <i>-in</i> create another syllable?"</p> <p>"How could you use <i>injustice</i> in a sentence?"</p> <p>"Now I'm going to add <i>-s</i> to the end of this word. What word do we have now?"</p> <p>"How many syllables does it have?"</p> <p>"How could you use <i>injustices</i> in a sentence?"</p> <p>"How is it different from <i>justice</i> or <i>injustice</i>?"</p> <p>"Do any of our other word parts work for this word? Why or why not?"</p> <ul style="list-style-type: none"> <li>• Teacher will write real words on new cards to add to the warm-up deck (<i>justice, injustice, injustices</i>). Students may add a word(s) to the inquiry space to synthesize their knowledge of the module topic.</li> </ul> |
|--|--|

# DR Lesson D

**Discovery Reading Lesson Title:** Voting\_Lesson D (Blueprint)

**Book:** *The Teachers March!*

(note: pages are unnumbered in this illustrated book; page #s below include all pages, even those without words, starting on first illustrated page with picture of Rev. Reese pointing to chalkboard)

**Pages:** 1-6

## **Reminders for Every Lesson:**

- Students should practice **at least two routines** from the prompt card after **every text chunk**. Lessons are fast-paced: each routine should be practiced with **urgency**.
- For each prompt routine, invite participation from **at least two students**, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- The teacher **does not need to take a turn on every prompt routine**. When the teacher takes a turn, they should model using the prompt card language **succinctly**.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- **Full linguistic repertoire (FLR)**: Students can discuss and ask each other questions in their home language to support their mental models of the text.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

## **SETTING THE PURPOSE - Before Reading**

### **Ideas from Inquiry Space to Review Before Reading:**

- Review 1-2 new learnings from our previous book about voting using the Inquiry Space.
- Since this is the first day of the book, quickly announce that the group will take a break from the other book they were reading to read a new book (show cover and title). Explain that this book is a story about a true event in history in Selma, Alabama, in the 1960s, led by a man named Reverend Reese.

### **Guiding Question Framing:**

- Show question: *What obstacles did Reverend Reese and other Black people face when*

*they tried to register to vote?*

- "As we talk and discuss our reading together, we're going to be thinking about how to answer our guiding question."

#### **Word to Preview Before Reading:**

- segregation: keeping people separate from each other because of their differences, like different skin color and different languages; in the past, people in the US were segregated based on their race
- Add the vocabulary word to the Inquiry Space for later reference.

#### **METACOGNITIVE DISCUSSION - During Reading**

##### **Text Chunk #1:** pages 1-2.

Prompt cards should be in front of students and the teacher for all discussions.

- "Let's begin with 'Monitor and Repair.' Let's think of something that made you say 'Wait a minute!' Was there anything confusing to you while we read this page? Who would like to go first?"
  - Call on students to share and guide them to work through their confusion or to help each other work through their confusion.
- "Now let's do 'Tell What You See' in our next routine. Remember, reading can be like watching a movie in our heads when we visualize what we're reading. Who would like to share with us what they saw in their minds as they read this page? Remember to begin by saying, 'Let me describe what I see in my head.'"
  - Call on one student to share and another to respond.

##### **Text Chunk #2:** pages 3-4

- "Let's stop here and begin with 'Word in the Spotlight' because I believe our vocabulary word might have just appeared on this part! Who can read us the sentence with the word segregation in it?"
  - Call on a student to read the sentence and ask the student to explain the meaning of the word.
  - Call on another student to come up with an original sentence using the word.
- "Now let's 'Monitor and Repair' again just to make sure we can clear up anything that confused us. Who would like to share something on this page that made you say 'Huh. Wait a minute!'?"
  - Call on a student to share and allow students to collaborate to work out their confusion.

##### **Text Chunk #3:** pages 5-6

- Let's start with 'Monitor and Repair' one last time. Who would like to share something on this page that made you say 'Huh. Wait a minute!'?"
  - Give students time to discuss.



- You may anticipate that students will want to clarify what made the voting test impossible to pass.
- **“There was a lot of information in this scene about some important historical moments in this section. Let’s take a second and try to use ‘Tell what you learned.’ Who can tell us what they learned from this part of the text?”**
  - Allow students to use the prompt card language to explain what they have learned so far.

### SYNTHESIZING KNOWLEDGE - After Reading

Collaboratively guide students through forming and writing an answer to today’s question. Be sure to review lesson vocabulary before or while answering the question. Add answer to the Inquiry Space.

*What obstacles did Reverend Reese and other Black people face when they tried to register to vote?*

Exemplar answer:

When Reverend Reese and Black people in the town tried to register to vote, they were treated badly. There were laws that allowed segregation. The sheriff would block the courthouse so they couldn’t go inside. If they made it inside, they had to take a test before they could register to vote. The test was made really hard on purpose so that no one would pass it.

# UtS Lesson A

## Uncover the Structure Lesson Plan A: Elaborative

### Text: Big Changes in Voting Rights Text 3 (Complete)

#### Reminders for Every Lesson:

- Invite participation from **at least two students** each time you pause to discuss, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

#### Text 3 (complete)

<sup>1</sup>When the U.S. was founded in the 1700s, only white males over the age of twenty-one who owned property could vote. <sup>2</sup>Voting has been expanded to other groups since then. <sup>3</sup>The Constitution is the document that explains the most important laws and rights in the country. <sup>4</sup>When something new is added to the Constitution, it is called an amendment. <sup>5</sup>The Fifteenth Amendment gave African American men the right to vote in 1870. <sup>6</sup>For many years, women fought for the right to vote. <sup>7</sup>They finally won this right in 1920 when the Nineteenth Amendment was adopted. <sup>8</sup>That's more than one hundred and thirty years after the Constitution was written! <sup>9</sup>In 1971, the Twenty-Sixth Amendment changed the voting age from twenty-one to eighteen. <sup>10</sup>These changes have allowed more and more people to participate fully in our democracy.

## Text: “Big Changes in Voting Rights Text 3 (Complete)”

### Step One. Review the Text

“We have read three different versions of a text about how voting rights have changed over time. Now, we will revisit one of them. We’ve already read this text a couple of times, and we’ve learned a lot about voting rights from it. Let’s quickly re-read it together.” **Teacher reads aloud.**

### Step Two. Stating the Structure of the Text

“Now, we’re going to ‘uncover the structure’ of this text. That means we are going to figure out how the author has organized the ideas in this text so that we can understand them. When writing, authors make choices about how they communicate ideas to help their readers learn.”

“There are lots of different ways that authors can organize their thoughts, but as we learn about our topic, we are just going to focus on a couple.”

\*Here the teacher shows the empty **sequence graphic organizer**.

"Sometimes, an author wants to show us the order of events in a text. When authors show us these kinds of relationships within a text, it's called "sequence." They choose the structure that best fits the ideas they want to communicate to their readers."

“The text we are reading today uses the sequence structure to teach us how voting rights have changed over time and expanded to give these rights to more people.”

### Step Three. Identifying Cue Words for Structure

“There are some words that authors sometimes use to signal, or show us, how they are organizing a text. Let’s take a moment to look back at our text and see if we can find a few. Some examples of words that signal sequence are ***first, then, next, last, finally, now, after, in (with a specific date like a year or month)***.”

*Teacher will have students reread the text to locate a few examples, which they should circle or highlight on their papers. Continue in this way for a few more examples, pointing out the relationship between ideas and how cues in the text alert the reader to the correct sequence. Cue words should be added to the Inquiry Space for later reference.*

If students have difficulty, have students read a sentence aloud to help them locate the cue word. **For example:**

“Let’s reread these sentences together: <sup>7</sup>*They finally won this right in 1920 when the Nineteenth Amendment was adopted.* <sup>8</sup>*That’s more than one hundred and thirty years after the Constitution was written!* I see several cue words here: finally, 1920, and one hundred and thirty

years after. So this text is using these words to tell us about history in the order in which it happened. *Finally* here means something happened much later than other things– in this case, 130 years later. The author uses words like *finally* and *after* to show that women earned the right to vote a long time after white men who owned land had those rights. This kind of shows readers that it was a long process or battle over time in order for that to happen, just as we’ve learned about during Discovery Reading.”

#### Step Four. Discussion

“Now, I’m going to ask you a few questions about this text. In order to answer these questions, you will have to think about how the ideas in the text are organized, or structured.”

Teacher should ask 2-3 of the following (depending on time):

*Who had the right to vote first?*

*Which group of people earned voting rights next?*

*What was the voting amendment in this text that happened most recently?*

Teacher calls on students to share, prompting them to refer back explicitly in the text to explain their thinking.

#### Step Five. Graphic Organizer

“Now we are going to take what we learned and put all the ideas from the text into our graphic organizer so that we can really see how this text uses the structure.”

As a group, the teacher and students will work together to complete the **sequence graphic organizer**, paying close attention to the big details in the discussion of the expansion of voting rights to certain groups. The teacher will transcribe student responses into a shared document by filling out the organizer. *\*In later lessons, teachers could release this responsibility to their students based upon ability and comfort.*

“Awesome! So we’ve ‘uncovered’ the structure of this text. We know that this text uses the sequence structure to explain changes in voting rights in the United States over time.”

#### Step Six. Summarizing

“Now, we’re going to practice summarizing this text. When we summarize, we want to explain the ideas in the text to someone else who hasn’t read it so that they can understand it. That means we want to explain it in a way that uses the same structure that the author used.”

“Using your graphic organizer, summarize what you learned about voting and changes to voting rights over time.”

**Teacher gives students a minute to practice with their partners.**

“Before we go, we are quickly going to write a summary of what we learned together. What should we begin with?”

Teacher will prompt students as the group writes a summary together, which the teacher will record to include on the Inquiry Space for future reference. As the teacher guides students through the shared-writing exercise, make sure to include structural signal words and appropriate academic vocabulary from the text and module.

***Example:** Over time, the United States has made changes to the Constitution to expand voting rights to more people. At the beginning of our country’s founding, only white men who owned land were allowed to vote. But amendments to the Constitution gave African American men the right to vote in 1870 and for women to vote in 1920. Lastly, the voting age has been lowered to 18 to allow for younger people to vote in elections.*

# SW Lesson B

## Sentence Workshop Lesson B (Blueprint)

### Voting in a Democracy Module

**Mystery Sentence:** In the past, not everyone was allowed to vote, but many people worked hard to demand new laws that protect their rights.

**Sentence #1:** In the past, not everyone was allowed to vote.

**Sentence #2:** Many people worked hard to demand new laws that protect their rights.

**Word Cards for Sentence #1:** If you are making the cards beforehand, it might be helpful to group them by chunk, paperclip each chunk, and have them ready to go in the order they'll appear in the lesson. [Note: some cards consist of entire phrases as indicated by the brackets.]

*Allowed, was, vote, to, everyone*

*Not*

*[in the past]*

**Word Cards for Sentence #2:**

*Worked, [to demand], laws, people, new*

*Many, [that protect], rights, their, hard*

**Mystery Sentence:** *but*

Note: Be sure the SW prompt card is visible to the whole group. Use it to guide the discussion of each sentence.

#### Build Sentence #1

- Teacher prompts students to build the first sentence.

**Word Cards:** *allowed, was, vote, to, everyone*

- Students may build:  
“*Everyone was allowed to vote.*”
- Teacher prompts students to expand sentence:

**Word Cards:** *not*

- Students may build:  
***“Not everyone was allowed to vote.” [preferred] or “Everyone was not allowed to vote.”***
- Teacher prompts students to expand sentence:

**Word Cards:** *[in the past]*

- Students may build:  
***“In the past, not everyone was allowed to vote.” OR  
“Not everyone was allowed to vote in the past.”***
- Use the SW prompt card to discuss the sentence.

*Note: Continue to give students time to add /rearrange words, providing support or feedback as necessary. Allow students 1-2 attempts to arrange words; after two unsuccessful attempts, intervene using one of the steps provided in the elaborative plan.*

## **Building Sentence #2**

*\*Note: Teacher removes the word cards from Sentence #1 and places them off to the side (but keep them in a nested stack, in order, to make it easier to quickly re-build mystery sentence later).*

- Teacher prompts students to build sentence #2:

**Word Cards:** *worked, [to demand], laws, people, new*

- Students may build:  
***“People worked to demand new laws.”***
- Teacher prompts students to expand sentence:

**Word Cards:** *many, [that protect], rights, their, hard*

- Students may say:  
***“Many people worked hard to demand new laws that protect their rights.”***
- Use the SW prompt card to discuss the sentence.

*Note: Continue to give students time to add /rearrange words, providing support or feedback as necessary. Allow students 1-2 attempts to arrange words; after two unsuccessful attempts, intervene using one of the steps*

*provided in the elaborative plan.*

### **Manipulate Morphosyntactic Structure of Sentence #2**

- Teacher asks students how the sentence would need to be changed if the word *worked* was replaced with *working*. (Note: this is a verbal activity; do not change word cards.)
- Teacher and students work together to answer:

***“Many people are working hard to demand new laws that protect their rights.” OR***

***“Many people were working hard to demand new laws that protect their rights.”***

### **Build Mystery Sentence & Discuss Meaning**

\*Note: Teacher places the word cards from sentence #1 back on the table so that both sentences are arranged in front of the students. Do not ask students to rebuild the sentence.

- Teacher helps students briefly discuss the ideas in the sentences, helping students see how the ideas in both sentences are connected.
- Teacher prompts students to combine the two sentences using:

***Word Card: but***

- With support as needed, students work together to build the mystery sentence:  
  
***“In the past, not everyone was allowed to vote, but many people worked hard to demand new laws that protect their rights.”***
- Teacher and students add the mystery sentence to the Inquiry Space.



## **Inquiry Space (IS)**

### Ideas for planning the IS maintenance days

Note to teachers:

While the rest of the K.L.I. components are highly structured, the Inquiry Space, by its very nature, has to be flexible and customizable for each group. Think of this as your “playground” where you and your students have freedom to spend time playing with the big ideas about your topic that have come up across previous lessons. We haven’t provided specific lesson plans for IS days. Instead, we provide these ideas below as starting points as you plan for these days.

### **Menu of Options**

During an IS day, you can do one of these activities, a combination of several of them, or design something of your own that accomplishes the goal of this component. Keep in mind that the goal of the Inquiry Space component is to: *re-engage with the vocabulary and concepts your group has been collecting from lesson to lesson so that students can notice and discuss how these ideas fit together.*

1. Review and re-organize the Inquiry Space
  - Show the current version of the group’s Inquiry Space.
  - Ask them to work with a partner or individually to re-read all the entries that are there.
  - Then have them work with a partner to identify a few sorting categories they could use to move the entries around into meaningful groups. For instance, maybe there are three entries about changes in voting rights and two entries about how to become a candidate. You could move these into groups and label each one with a clear category title.
2. Review and connect new words
  - Show the current version of the group’s Inquiry Space
  - Ask students to read all the entries and look for new vocabulary words they have learned.
  - After students have each found their list of new words, ask each student to pick one word to share with the group. They have to explain where the word is found on the Inquiry Space and what it means (related to the inquiry topic). You could also ask them to create an action or movement for the word to help the group remember it.
  - For each word, draw lines that connect to other words on the Inquiry Space and create a sentence that shows how the words are related. For example, you might draw a line between the words *registration* and *government* and develop the sentence: “Voters fill out registration forms if they want to be able to vote for the government.”
3. Revisit the overarching inquiry questions
  - Show the current version of the group’s Inquiry Space.
  - Chorally read all the entries as a group to review all the ideas.
  - Then show students the questions from the Day 0 lesson that you used to launch the module.

- Using one question at a time, ask students to work with a partner to find at least two entries on the Inquiry Space that help answer the question.
  - The partners can share their ideas with the group, and then color-code or re-arrange the entries into groups based on the question they help answer.
4. Paraphrase the most important or most interesting ideas
- Show the current version of the group's Inquiry Space and chorally read the entries aloud to review
  - Ask students to pretend they are explaining what they have learned to a friend or relative who hasn't been in the group. They have to pick ONE really important idea and explain it in their own words, in a way that will make sense to their friend or relative (this is a great opportunity for students to explain their new knowledge in a home language). Alternatively, you can ask them to pick the one idea that is most interesting to them that they think will also be interesting to their friend or relative.
  - Students work in partners or individually to come up with two sentences for their friend or relative. If needed, you can give them a sentence starter to get them started.
  - They share with the group and then record their sentences on the Inquiry Space as new entries.

# DR Lesson E

**Discovery Reading Lesson Title:** Voting\_Lesson E (Blueprint)

**Book:** *The Teachers March!*

**Pages:** 7-12

## **Reminders for Every Lesson:**

- Students should practice **at least two routines** from the prompt card after **every text chunk**. Lessons are fast-paced: each routine should be practiced with **urgency**.
- For each prompt routine, invite participation from **at least two students**, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- The teacher **does not need to take a turn on every prompt routine**. When the teacher takes a turn, they should model using the prompt card language **succinctly**.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- **Full linguistic repertoire (FLR)**: Students can discuss and ask each other questions in their home language to support their mental models of the text.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

## **SETTING THE PURPOSE - Before Reading**

### **Ideas from Inquiry Space to Review Before Reading:**

- Review 1-2 new learnings from our previous lesson about voting using the Inquiry Space.

### **Guiding Question Framing:**

- Show question: *Why did Reverend Reese think it was important to get teachers to march for voting rights?*
- **"As we talk and discuss our reading together, we're going to be thinking about how to answer our guiding question."**

### **Word to Preview Before Reading:**

- convince: to get people to agree with you about something
- Add the vocabulary word to the Inquiry Space for later reference.

## **METACOGNITIVE DISCUSSION - During Reading**

### **Text Chunk #1:** pages 7-8.

Prompt cards should be in front of students and the teacher for all discussions.

- **“Let’s begin with ‘Monitor and Repair.’ Let’s think of something that made you say ‘Wait a minute!’ Was there anything confusing to you while we read this page?”**
  - Call on students to share and guide them to work through their confusion or to help each other work through their confusion.
  - If no one shares, the teacher might anticipate that students will need to clarify what the author means by “no group like that” - what kind of group is she talking about?
- **“Now let’s take a second and do ‘Quiz Me’ with our partners. I want each of you to think of a question that will see if your partner understood the big idea. Remember, your question needs to focus on a really important idea that we just read about. Not just a tiny detail, but something really big that your partner needs to know if they really understood what’s going on here in the text. When you’re ready, take turns asking your partner your questions and see if you can answer them!”**
  - Allow students to ask and answer each other’s questions, and share out if time permits.

### **Text Chunk #2:** pages 9-10.

- **“Let’s stop here and begin with ‘Word in the Spotlight’ because I believe our vocabulary word might have just appeared on this part! Who saw the word and can read the sentence where you saw it?”**
  - Call on a student to read the sentence and ask the student to explain the meaning of the word.
  - Call on another student to come up with an original sentence using the word.
- **“Now let’s ‘Monitor and Repair’ again just to make sure we can clear up anything that confused us. Who would like to share something on this page that made you say ‘Huh. Wait a minute!’?”**
  - Call on a student to share and allow students to collaborate to work out their confusion.

**Text Chunk #3:** pages 11-12. This chunk is best for teacher read aloud as it is a longer chunk.

- **Let’s start with ‘Monitor and Repair’ one last time. Who would like to share something on this page that made you say ‘Huh. Wait a minute!’?”**
  - Give students time to discuss.
- **“There was a lot of information in this scene about some important historical**

**moments. Let's take a second and try to use "Tell what you see." Remember, reading can be like watching a movie in your head. Who wants to lead us in sharing what you saw in your mind during this part?**

- Allow students to use the prompt card language to explain what they can visualize in this chunk.

### **SYNTHESIZING KNOWLEDGE - After Reading**

Collaboratively guide students through forming and writing an answer to today's question. Be sure to review lesson vocabulary before or while answering the question. Add answer to the Inquiry Space.

*Why did Reverend Reese think it was important to get teachers to march for voting rights?*

Exemplar answer:

Reverend Reese realized that the teachers were seen as leaders in the community. He knew that if he could convince the teachers to march, they would get a lot of attention and inspire a lot of people to make a change.

# CR Lesson D

## Confident Reading Lesson Plan (Blueprint)

### Text: Actions that Led to the Voting Rights Act of 1965 Text 1

#### Reminders for Every Lesson:

- Invite participation from **at least two students** each time you pause to discuss, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

#### Lesson Routine:

1. Teacher reads aloud and models
2. Students read silently
3. Partner Read
4. Discuss
5. Feedback and Teaching Point
6. Bridging Language Routine
7. Whole Group Read

#### Text I

<sup>1</sup>A law was passed in 1965. <sup>2</sup>It was the Voting Rights Act. <sup>3</sup>It said that no one can stop African Americans from voting. <sup>4</sup>But why did the U.S. need this law? <sup>5</sup>African Americans already had the right to vote. <sup>6</sup>There are a few reasons why this law was needed. <sup>7</sup>In some places, there were rules that made it hard for Black people to vote. <sup>8</sup>When they tried to vote, they had to pay a tax. <sup>9</sup>They had to pass a reading test. <sup>10</sup>Sometimes they were beaten or arrested for trying to vote. <sup>11</sup>Many brave people stood up to say no to these rules. <sup>12</sup>Many were hurt and even killed. <sup>13</sup>The Voting Rights Act was passed to stop these unfair rules.

|   |   |
|---|---|
| <p><b>Feedback &amp; Teaching Points (choose 1 or 2):</b></p> <ul style="list-style-type: none"> <li>● pace and expression</li> <li>● accuracy</li> <li>● punctuation</li> <li>● connectives and conjunctions</li> <li>● words and phrases that signal text structure</li> <li>● other forms of phrasing</li> </ul> <p>Routine:<br/>Teacher models; students repeat after teacher 1-2 or times; students practice re-reading in unison 1-2 times.</p> | <p><b>Bridging Language Routine (use for purple text):</b></p> <p>-Reread sentences 1, 2, and 3<br/>         -“What is <i>it</i> referring to at the beginning of the second sentence and the third sentence?”<br/>         Students: “A new law” (or “the new law”).</p> <p>“A new law? OK, let’s check it and see. Let’s place the phrase “a new law” (or “the new law”) in place of “it” in the next sentences. Read aloud with me, from the beginning: <sup>1</sup><i>A law was passed in 1965.</i> <sup>2</sup><i>A new law was the Voting Rights Act.</i> <sup>3</sup><i>A new law said that no one can stop African Americans from voting.</i>”</p> <p>“Does that make sense? Yes! The first sentence said <i>a new law</i>, so we know that the <i>it</i> in the next sentences refers to <i>the new law</i>, too!”</p> |
|---|---|

# BW Lesson C

## Breaking Words Lesson Plan C (Blueprint)

### Voting in a Democracy Module

#### Word Cards:

- *involved*
- *registration*

#### Affix Cards:

- *in-*
- *-s/-es*
- *-ion/-tion*
- *-ous*
- *-ment*

*Note:* Not all of these affixes will be used in every Breaking Words lesson during this module, but students should have access to the affix cards to experiment with during this section of the lesson. Cards will be used again in future lessons.

\*Two sides of the same notecard.

*Note:* For each part of the lesson, refer back to the BW Prompt Card

|                 |  |
|-----------------|--|
| <b>Warm Up</b>  | <p>Teacher may say:</p> <p>“In our last Breaking Words lesson, we analyzed a bunch of cool words. Let's read them quickly to review them.”</p> <p><i>Teacher can flash words and kids can read them chorally.</i></p> <p>“I’ve picked one of our words. Who can use this one in a sentence for us?”</p>  |
| <b>Phase</b>    | <b>Word 1: <i>involved</i></b>   |
| <b>Count It</b> | <ul style="list-style-type: none"> <li>• Teacher may say: <p>“Let’s begin by looking at a few words related to our learning about voting in a democracy. The first word is <i>involved</i>. We’ve been reading in our book about how people started getting involved in the fight for voting rights.</p> <p>“How many syllables are in the word <i>involved</i>?”</p> </li> <li>• Students may say: two</li> </ul> |



|                               |   |
|-------------------------------|---|
|                               | <i>Note: if students struggle with syllabification, remind them of the vowel rule: one vowel sound for each syllable.</i>   |
| <b>Read It</b>                | <ul style="list-style-type: none"> <li>Teacher may say:<br/>“Can you read this word aloud?”</li> </ul>  |
| <b>Use It</b>                 | <ul style="list-style-type: none"> <li>Teacher may say:<br/>“How would you use the word <i>involved</i> in a sentence having to do with voting in a democracy?”</li> </ul> <p><i>Note: Give two students an opportunity to contribute a sentence; invite students to use their <u>full linguistic repertoire</u></i></p>  |
| <b>Divide It</b>              | <ul style="list-style-type: none"> <li>Teacher may say:<br/>“Can we divide this word?”</li> <li>Students may say: in/volved</li> </ul>  |
| <b>Assemble It</b>            | <ul style="list-style-type: none"> <li>Teacher may say:<br/>“How do we put this word back together?”</li> </ul> <p><i>Note: Scramble the cards and have students put it back together.</i></p>  |
| <b>Write It</b>               | <ul style="list-style-type: none"> <li>Teacher may say:<br/>“How do you write the word <i>involved</i>?”</li> </ul>   |
| <b>Transform &amp; Use It</b> | <ul style="list-style-type: none"> <li>Teacher should display the affix cards <i>in-</i> , <i>-s/es</i>, <i>-ion/tion</i>, <i>-ous</i>, <i>-ment</i></li> <li>Teacher may say:<br/>“Let’s start by taking off the <i>-ed</i> to make the base word, <i>involve</i>.”<br/><br/>“What do we get if we put <i>-s</i> at the end?”<br/><br/>“How could you use <i>involves</i> in a sentence?”<br/><br/>“Can we use any other word parts with this word?”<br/><br/>“Who can use the word <i>involvement</i> in a sentence?”<br/><br/>Allow students to try out different possibilities and discuss why no other affixes can logically work with this word.</li> <li>Teacher will write real words on new cards to add to the warm-up deck (<i>involved</i>, <i>involve</i>, <i>involves</i>, <i>involvement</i>)</li> </ul> |

| Phase                         | Word 2: <i>registration</i>   |
|-------------------------------|---|
| <b>Count It</b>               | <ul style="list-style-type: none"> <li>Teacher introduces the word <i>registration</i> and uses it in a sentence. “We have learned that in order to vote, first you have to go through a registration process where you provide information about yourself, such as where you live.”</li> <li>“How many syllables are in the word <i>registration</i>?”</li> <li>Students may say: four</li> </ul> <p><i>Note: If students struggle with syllabification, remind them of the vowel rule: one vowel sound for each syllable.</i></p> |
| <b>Read It</b>                | <ul style="list-style-type: none"> <li>Teacher may say: “Can you read this word aloud?”</li> </ul>  |
| <b>Use It</b>                 | <ul style="list-style-type: none"> <li>Teacher may say: “How would you use the word <i>registration</i> in a sentence about voting?”</li> </ul> <p><i>Note: Give two students an opportunity to contribute a sentence; invite students to use their <u>full linguistic repertoire</u></i></p>   |
| <b>Divide It</b>              | <ul style="list-style-type: none"> <li>Teacher may say: “How would we divide this word?”</li> <li>Students may say: re/gi/stra/tion</li> </ul>  |
| <b>Assemble It</b>            | <ul style="list-style-type: none"> <li>Teacher may say: “How do we put this word back together?”</li> </ul> <p><i>Note: scramble the cards and have students put it back together.</i></p>  |
| <b>Write It</b>               | <ul style="list-style-type: none"> <li>Teacher may say: “How do you write the word <i>registration</i>?”</li> </ul>   |
| <b>Transform &amp; Use It</b> | <ul style="list-style-type: none"> <li>Teacher should display the affix cards <i>in-</i> , <i>-s/es</i>, <i>-ion/tion</i>, <i>-ous</i>, <i>-ment</i></li> <li>Teacher may say: “Let’s begin by removing the <i>-tion</i> and just working with the word <i>register</i>. Let’s add an <i>-s</i> to the end of this word. What word do we have now?”</li> <li>“Does adding <i>-s</i> create another syllable?”</li> <li>“How could you use <i>registers</i> in a sentence?”</li> </ul>   |

|  |  |
|--|--|
|  | <p>“Can we use any other word parts with this word?”</p> <p>Allow students to try out different possibilities and discuss why no other affixes can logically work with this word.</p> <ul style="list-style-type: none"> <li>• Teacher will write real words on new cards to add to the warm-up deck (<i>registration, register, registers</i>). Students may add a word(s) to the inquiry space to synthesize their knowledge of the module topic.</li> </ul> |
|--|--|

# DR Lesson F

**Discovery Reading Lesson Title:** Voting\_Lesson F (Blueprint)

**Book:** *The Teachers March!*

**Pages:** 15-20 (note that pages 13-14 are skipped; this was done to keep the lesson chunks from being too long)

## **Reminders for Every Lesson:**

- The teacher should **read aloud two of the chunks**, and select a scaffolded reading routine for the other chunk.
- Students should practice **at least two routines** from the prompt card after **every text chunk**. Lessons are fast-paced: each routine should be practiced with **urgency**.
- For each prompt routine, invite participation from **at least two students**, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- The teacher **does not need to take a turn on every prompt routine**. When the teacher takes a turn, they should model using the prompt card language **succinctly**.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- **Full linguistic repertoire (FLR)**: Students can discuss and ask each other questions in their home language to support their mental models of the text.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

## **SETTING THE PURPOSE - Before Reading**

### **Ideas from Inquiry Space to Review Before Reading:**

- Review 1-2 new learnings from our previous lesson about voting using the Inquiry Space.

### **Guiding Question Framing:**

- Show question: *Why did it take a lot of courage for teachers to join Reverend Reese's march?*
- **"As we talk and discuss our reading together, we're going to be thinking about how to answer our guiding question."**

**Word to Preview Before Reading:**

- leadership: the ability to lead or take charge of a situation and help other people with a goal
- Add the vocabulary word to the Inquiry Space for later reference.

**METACOGNITIVE DISCUSSION - During Reading**

**Text Chunk #1:** pages 15-16. Read this chunk aloud while students follow along. Prompt cards should be in front of students and the teacher for all discussions.

- **“Let’s begin with ‘Monitor and Repair.’ Let’s think of something that made you say ‘Wait a minute!’ Was there anything confusing to you while we read this page?”**
  - Call on students to share and guide them to work through their confusion or to help each other work through their confusion.
- **“Now let’s use another thinking routine from our prompt card. Which one do you think would be helpful here?”**
  - Invite students to select one of the routines and to lead the group in using it, with teacher support as needed.

**Text Chunk #2:** pages 17-18 Choose a scaffolded reading routine for this chunk.

- **“Let’s stop here and begin with ‘Word in the Spotlight’ because I believe our vocabulary word might have just appeared on this part! Who saw the word and can read the sentence where you saw it?”**
  - Call on a student to read the sentence and ask the student to explain the meaning of the word.
  - Call on another student to come up with an original sentence using the word.
- **“Now let’s ‘Monitor and Repair’ again just to make sure we can clear up anything that confused us. Who would like to share something on this page that made you say ‘Huh. Wait a minute!’?”**
  - Call on a student to share and allow students to collaborate to work out their confusion.

**Text Chunk #3:** pages 19-20 Read the chunk aloud to students as they follow along.

- **Let’s start with ‘Monitor and Repair’ one last time. Who would like to share something on this page that made you say ‘Huh. Wait a minute!’?”**
  - Give students time to discuss.
- **“Now let’s use another thinking routine from our prompt card. Which one do you think would be helpful here?”**
  - Invite students to select one of the routines and to lead the group in using it, with teacher support as needed.

### SYNTHESIZING KNOWLEDGE - After Reading

Collaboratively guide students through forming and writing an answer to today's question. Be sure to review lesson vocabulary before or while answering the question. Add answer to the Inquiry Space.

*Why did it take a lot of courage for teachers to join Reverend Reese's march?*

Exemplar answer:

A law had been passed saying it was illegal to march for voting rights. This meant anyone who marched could get arrested for breaking the law. It took courage for the teachers to show leadership and choose to march because if they got arrested, they might get fired from their jobs. If they got fired, they wouldn't have money to take care of their families.

# CR Lesson E

## Confident Reading Lesson Plan E: Blueprint

### Text: Actions that Led to the Voting Rights Act of 1965 Text 2

#### Reminders for Every Lesson:

- Invite participation from **at least two students** each time you pause to discuss, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

#### Lesson Routine:

1. Teacher reads aloud and models
2. Students read silently
3. Partner Read
4. Discuss
5. Feedback and Teaching Point
6. Bridging Language Routine
7. Whole Group Read

#### Text 2

<sup>1</sup>In 1965, a new law was passed in the United States. <sup>2</sup>It was the Voting Rights Act. <sup>3</sup>It said that no one can stop African Americans from voting if they are old enough. <sup>4</sup>But why did the U.S. need this law? <sup>5</sup>African Americans already had the right to vote since 1870. <sup>6</sup>There are a few reasons why this law was needed. <sup>7</sup>There were some places where it was still hard for Black people to vote. <sup>8</sup>When African Americans tried to vote, they had to pay a tax. <sup>9</sup>Sometimes they had to pass a reading test. <sup>10</sup>Even worse, some Black people were beaten or arrested for trying to vote. <sup>11</sup>Many brave people stood up to say no to these rules. <sup>12</sup>Many were hurt and even killed.

<sup>13</sup>It took a long time for the government to make a change. <sup>14</sup>The Voting Rights Act was passed in 1965 to make sure that these actions stopped.

|  |   |
|--|---|
| <p><b>Feedback &amp; Teaching Points (choose 1 or 2):</b></p> <ul style="list-style-type: none"> <li>● reading confidence</li> <li>● accuracy</li> <li>● punctuation</li> <li>● connectives and conjunctions</li> <li>● words and phrases that signal text structure</li> <li>● other forms of phrasing</li> </ul> <p>Routine:<br/>Teacher models; students repeat after teacher 1-2 or times; students practice re-reading in unison 1-2 times.</p> | <p><b>Bridging Language Routine (use for purple text):</b></p> <p>-Reread sentences 11 and 12.<br/>-“What is <i>many</i> referring to at the beginning of sentence 12?”<br/>Students: “Many brave people.”</p> <p>“Many brave people? OK, let’s check it and see. Let’s place the phrase “many brave people” in place of “Many” in the twelfth sentence. Read aloud with me, from the beginning: <sup>11</sup><i>Many brave people stood up to say no to these rules.</i> <sup>12</sup><i>Many brave people were hurt and even killed.</i></p> <p>“Does that make sense? Yes! The first sentence said <i>many brave people</i>, so we know that the <i>Many</i> in the next sentences refers to those same brave people, too!</p> |
|--|---|



# SW Lesson C

## Sentence Workshop Lesson C (Blueprint)

### Voting in a Democracy Module

**Mystery Sentence:** It was not easy to fight for voting rights because people who marched were sometimes put in jail or fired from their jobs.

**Sentence #1:** People who marched for voting rights were sometimes put in jail or fired from their jobs.

**Sentence #2:** It was not easy to fight for voting rights.

**Word Cards for Sentence #1:** If you are making the cards beforehand, it might be helpful to group them by chunk, paperclip each chunk, and have them ready to go in the order they'll appear in the lesson. [Note: some cards consist of entire phrases as indicated by the brackets.]

*sometimes, jail, put, were, people, in  
marched, who, [voting rights], for  
fired, jobs, or, from, their*

**Word Cards for Sentence #2:**

*not, was, it, easy  
fight, rights, voting, for, to*

**Mystery Sentence:** *because*

Note: Be sure the SW prompt card is visible to the whole group. Use it to guide the discussion of each sentence.

#### Build Sentence #1

- Teacher prompts students to build the first sentence.

**Word Cards:** *sometimes, jail, put, were, people, in*

- Students may build:  
    *"People were sometimes put in jail."*  
    *"Sometimes people were put in jail."*
- Teacher prompts students to expand sentence:

**Word Cards:** *marched, who, [voting rights], for*

- Students may build:  
***“People who marched for voting rights were sometimes put in jail.” OR  
“Sometimes people who marched for voting rights were put in jail.”***
- Teacher prompts students to expand sentence:

**Word Cards:** *fired, jobs, or, from, their*

- Students may build:  
***“People who marched for voting rights were sometimes put in jail or fired from their jobs.”  
OR  
“Sometimes people who marched for voting rights were put in jail or fired from their jobs.”***
- Use the SW prompt card to discuss the sentence.

*Note: Continue to give students time to add /rearrange words, providing support or feedback as necessary. Allow students 1-2 attempts to arrange words; after two unsuccessful attempts, intervene using one of the steps provided in the elaborative plan.*

### **Manipulate Morphosyntactic Structure of Sentence #1**

- Teacher asks students how the sentence would need to be changed if the word *people* was replaced with *the woman*. (Note: this is a verbal activity; do not change word cards.)
- Teacher and students work together to answer:

***“The woman who marched for voting rights was put in jail and fired from her job.”***  
[\*or something similar that still makes sense.]

### **Building Sentence #2**

*\*Note: Teacher removes the word cards from Sentence #1 and places them off to the side (but keep them in a nested stack, in order, to make it easier to quickly re-build mystery sentence later).*

- Teacher prompts students to build sentence #2:

**Word Cards:** *not, was, it, easy*

- Students may build:  
***“It was not easy.”***
- Teacher prompts students to expand sentence:

**Word Cards:** *fight, rights, voting, for, to*

- Students may say:  
***“It was not easy to fight for voting rights.”***
- Use the SW prompt card to discuss the sentence.

*Note: Continue to give students time to add /rearrange words, providing support or feedback as necessary. Allow students 1-2 attempts to arrange words; after two unsuccessful attempts, intervene using one of the steps provided in the elaborative plan.*

### **Build Mystery Sentence & Discuss Meaning**

\*Note: Teacher places the word cards from sentence #1 back on the table so that both sentences are arranged in front of the students. Do not ask students to rebuild the sentence.

- Teacher helps students briefly discuss the ideas in the sentences, helping students see how the ideas in both sentences are connected.
- Teacher prompts students to combine the two sentences using:

**Word Card:** *because*

- Students may build:  
***“It was not easy to fight for voting rights because people who marched for voting rights were sometimes put in jail or fired from their jobs.”***
- Teacher explains that this sentence mostly works, but there are some repeated words that could be removed without really changing the meaning
- With support as needed, students work together to build the mystery sentence:  
***“It was not easy to fight for voting rights because people who marched were sometimes put in jail or fired from their jobs.”***

- Teacher and students add the mystery sentence to the Inquiry Space.

# DR Lesson G

**Discovery Reading Lesson Title:** Voting in a Democracy\_Lesson G (Elaborative, High Student Responsibility)

**Book:** *The Teachers March!*

**Pages:** 21-24

## **Ways to Increase Student Responsibility:**

- Select a different **student to lead the discussion** for each text chunk.
- Allow students to **choose which thought routines** would be most appropriate to practice with each chunk of text.
- Encourage the student discussion leader to use the **prompt card**. As needed, and gradually releasing over time, **support the student** in soliciting participation and facilitating discussion among their groupmates.
- **Full linguistic repertoire (FLR):** Students can discuss and ask each other questions in their home language to support their mental models of the text.

## **SETTING THE PURPOSE - Before Reading**

### **Ideas from Inquiry Space to Review Before Reading:**

- “Today during Discovery Reading we are going to read some more from our book called *The Teachers March*. Let’s start by looking at our Inquiry Space to review some of the things we have learned about voting rights in a democracy. Can someone talk us through some of the most important things we have learned so far?” Allow one student to share. Encourage them to reference the ideas on the Inquiry Space as they talk to the group.

### **Guiding Question Framing:**

- “Now let’s look at the big question that we are going to be able to answer by the end of this lesson. (Show and read the question.) The question we will answer is: Why did teachers wave toothbrushes in the air when they lined up to march to the courthouse? While we read today, let’s make sure we are gathering ideas that help us form and understand an answer to this question.”

### **Word to Preview Before Reading:**

- “Before we start reading, I want to talk about a word we will encounter in this text today. Our word in the spotlight is register. (Say and show the word to students.) To register means to sign up for an activity. For example, you may register or sign up to play a sport, or register or sign up to vote in an election. Can one person share a quick example of how they have seen or heard that word

before? What is something else you might sign up, or register, for? It could be in English or a similar word in another language that you speak.” (FLR)

- “I am going to keep this word card over here to the side so we can remember that we are looking for the word *register* as we read today. When you see it, be sure to let us know so we can talk about how it is used by the author.”
- Ask a student to add the vocabulary word to the Inquiry Space for later reference.

### **METACOGNITIVE DISCUSSION - During Reading**

#### **Text Chunk #1:** page 21

Prompt cards should be in front of students and the teacher for all discussions.

- **“I am going to read this page aloud as you follow along. Before I start reading, who wants to be our discussion leader for this chunk?”** (Choose a student). **“As soon as I finish reading, the leader is going to start our conversation using the prompt card. Here we go.”** Students follow along while the teacher reads page 21 aloud.
- After reading, the teacher does not jump in to start the conversation. Wait for the designated discussion leader to start. If the discussion leader does not start, give a short prompt or reminder to get the leader started. Prompt cards should be in front of students.
  - The discussion leader might say something like this: *“Okay, we always start with ‘Monitor and Repair.’ Did anyone see something that made you say ‘Wait a minute!’ Who would like to take a turn monitoring and repairing?”* Discussion leader can call on a peer to respond and briefly discuss. The teacher can also participate similarly to the students, letting the discussion leader facilitate in the teacher role.
  - Then the discussion leader might continue like this: *“Now let’s choose another thinking routine from our prompt card. I think it would help us here to Tell What We See. Can someone tell us what they pictured in their mind when we read this part?”* Discussion leader can either call on a peer or explain their own thinking, using the prompt card language as a guide.

#### **Text Chunk #2:** page 22

- **“Let’s pick another discussion leader for the next chunk.”** (Choose a student). Teacher reads text aloud.
- Discussion leader should notice the word in the spotlight and say something like: *“That was a good place to stop because I see the Word in the Spotlight, register.”* Using the prompt card language, the discussion leader can either explain how the word is used or ask a peer to do it. Teacher can support the group as needed, allowing the discussion leader to facilitate as much as possible.

- Then, the discussion leader should choose another routine from the prompt card. They might say something like this: *“Let’s use ‘Quiz Me’ now. That’s a good way to check to see if we are understanding the important idea here.”* They can either pose a question or ask for a peer to pose one. In either case, the question should be about a central idea important for understanding that chunk (not a trivial detail). For example: *“Here’s my question: Why does Reverend Reese feel nervous as he waits for the teachers to arrive?”*

**Text Chunk #3:** pages 23 and 24

- **“We have one more chunk for today’s Discovery Reading before we try to answer our guiding question. We need one more discussion leader.** (Choose a student, ideally someone who hasn’t already led). **Let’s read this chunk aloud together.”**
- Like above, discussion leader should begin the conversation, using prompt card language: *“Let’s do Monitor and Repair one last time. Who would like to share something on this page that made you say “Huh. Wait a minute!”? Let’s talk through it together.”*
- Then, the discussion leader chooses one final thought routine. They might say something like: *“Let’s use ‘Tell What You Learned’ for this last part.”* Discussion leader can ask for peers to explain something they learned, using the prompt card language, or they can model for the group with their own example.

**SYNTHESIZING KNOWLEDGE - After Reading**

**“Now that we have finished our reading for today, let’s return to our guiding question:**

**Why did teachers wave toothbrushes in the air when they lined up to march to the courthouse?** Hmm, what happened today in our book that would help us make sense of this question?

**“Let’s generate an answer together. Who has an idea to get us started?”**

Walk the students through a discussion, encouraging students to return to the text, and have them work together with you to construct an answer. The teacher leads the students in writing an answer as a group on the **inquiry space** (you write while students dictate.)

\*NOTE: You should always ensure that the vocabulary word is reinforced or reviewed after reading. You can either encourage students to use the vocabulary word in the class answer (as in the model sentence below), or you can briefly review the meaning of the word before answering the question.

Example model answer:

*The teachers packed their toothbrushes so they would have them in jail if they got arrested.*

*When they lined up to march, they waved their toothbrushes to show everyone that they were ready to do whatever it takes to register to vote, even if it meant going to jail.*



# CR Lesson F

## Confident Reading Lesson Plan F: Blueprint

**Text: Actions that Led to the Voting Rights Act of 1965 Text 3 (maze)**

### Reminders for Every Lesson:

- Invite participation from **at least two students** each time you pause to discuss, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

### Lesson Routine:

1. Teacher intro and maze read: students read silently and select maze choices
2. Teacher model reads and maze teaching point
3. Partner Read
4. Discuss
5. Feedback and Quick Teaching Point
6. Bridging Language Routine
7. Whole Group Read

### Text 3 (maze)

<sup>1</sup>In 1965, a new law was passed in the United States called the Voting Rights Act. <sup>2</sup>It said that no one can prevent African Americans or any citizen from voting if they are old enough.

<sup>3</sup>But why did the U.S. need this law? <sup>4</sup>African Americans already had the right to vote. <sup>5</sup>They

are  
were  
would

given that right in 1870 in the Fifteenth Amendment.

<sup>6</sup>There are none  
the few  
several reasons this new law was necessary. <sup>7</sup>First, in the 1950s and 60s, there  
 were some places where it was still  
yet  
from difficult for Black people to vote. <sup>8</sup>In states like  
 Alabama, when African Americans tried to register to vote, **they** had to pay an expensive voting  
 tax. <sup>9</sup>Sometimes **they** had to pass a reading test with lots of impossible questions on it. <sup>10</sup>Even  
 worse, some Black people were beaten or arrested for trying to vote.  
<sup>11</sup>Many brave people stood in  
on  
up to protest these unfair voting rules. <sup>12</sup>Many of  
them  
then  
its were hurt and even killed. <sup>13</sup>Due to all of these reasons, leaders in the federal  
 government realized they had to make a change. <sup>14</sup>As a result, the Voting Rights Act was passed  
 in 1965 to make sure that the unfair actions would stop.

|   |   |
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| <p><b>Maze Teaching Point</b></p> <p>(choose this one or one your students had the most difficulty with):</p> <p>“Let’s re-read sentence 6 and consider what word could go in this blank: <i>There are none/the few/several reasons this new law was necessary.</i>”</p> <p>“It can’t be <i>none</i> because ‘none reasons’ is not a phrase that typically makes sense. You would say ‘no reasons’, but we know there are some reasons why this law was necessary! We also can’t say there are <i>the few</i> reasons—maybe we could say a few reasons’ or ‘few reasons’ but ‘the few reasons doesn’t sound</p> | <p><b>Bridging Language Routine (use for purple text):</b></p> <p>-Reread the 8th and 9th sentences (show with fingers.)</p> <p>-“Who are <i>they</i> in the 8th sentence? And the beginning of the 9th sentence?</p> <p>-Students: “African Americans.”</p> <p>-“African Americans? Let’s check it and see. Let’s place the words “African Americans” in place of “they” in both sentences. Read aloud those two sentences again with me, but say <i>African Americans</i> instead of <i>they</i> in those two places: “<sup>8</sup><i>In states like Alabama, when African Americans tried to register to vote, African Americans had to pay an expensive</i></p> |
|---|---|

|  |  |
|--|--|
| <p>right. There are <i>several</i> reasons– yes, we know there are several, as in many reasons, why this law was necessary.”</p>   | <p>voting tax. <sup>9</sup><i>Sometimes <b>African Americans</b> had to pass a reading test with lots of impossible questions on it.</i>’</p>  |
| <p><b>Feedback &amp; Teaching Points (choose 1 or 2):</b></p> <ul style="list-style-type: none"> <li>● reading confidence</li> <li>● accuracy</li> <li>● punctuation</li> <li>● connectives and conjunctions</li> <li>● words and phrases that signal text structure</li> <li>● other forms of phrasing</li> </ul> <p>Routine:<br/>Teacher models; students repeat after teacher 1-2 or times; students practice re-reading in unison 1-2 times.</p> | <p>-“Does that sound right? Yes! We know from the first part of the sentence that as African Americans tried to vote, they–the African Americans–had to pay a tax or pass a reading test.”</p> |

# BW Lesson D

## Breaking Words Lesson Plan D (Elaborative\_ High Student Responsibility) Voting in a Democracy Module

### Word Cards:

- *caution*
- *capable*

### Affix Cards:

- *in-*
- *-s/-es*
- *-ion/-tion*
- *-ous*
- *-ment*

*Note:* Not all of these affixes will be used in every Breaking Words lesson during this module, but students should have access to the affix cards to experiment with during this section of the lesson. Cards will be used again in future lessons.

\*Two sides of the same notecard.

*Note:* For each part of the lesson, refer back to the BW Prompt Card

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| <b>Warm Up</b>  | <p>Teacher may say:</p> <p>“So far we have used our Breaking Words steps to analyze a bunch of new words. Let's read them quickly to review them.”</p> <p><i>Teacher can flash words and kids can read them chorally.</i></p> <p>“I’ve picked one of our words. Who can use this one in a sentence for us?”</p>   |
| <b>Phase</b>    | <b>Word 1: <i>caution</i></b>   |
| <b>Count It</b> | <p>“Today we are going to work with two words related to our learning about voting in a democracy. Who wants to lead us through the steps for analyzing our first word?” (Choose a student leader)</p> <p>“The first word is <i>caution</i>. In our book about teachers marching for voting rights, some of the teachers wanted to use caution and choose not to march because it could be unsafe. Our BW leader is going to lead us through all the steps, starting with—” (Teacher pauses and let’s the student leader take</p> |

|                               |  |
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|                               | <p>over.)</p> <p>The discussion leader might say something like: “Let’s start with Count it. Before I show you the word, let’s count the syllables we hear when we say <i>caution</i>.” <i>Discussion leader should point to the steps in the prompt card to make sure everyone knows which step they are on.</i></p> <p>Students may say: <i>two, clapping as they say the word aloud</i></p> <p><i>Discussion leader helps as needed if students have trouble hearing the syllables. The teacher should prompt and support as needed, while continuing to allow the leader to facilitate the steps. The teacher can actively participate as if in the role of a student.</i></p> |
| <b>Read It</b>                | Discussion leader shows the word card and asks everyone to read it aloud.  |
| <b>Use It</b>                 | <p>Discussion leader asks: “How would you use the word <i>caution</i> in a sentence having to do with voting in a democracy?”</p> <p><i>Note: Discussion leader can invite peers to use their <u>full linguistic repertoire</u></i></p>  |
| <b>Divide It</b>              | <p>Discussion leader asks the group to divide the word into two syllables.</p> <ul style="list-style-type: none"> <li>• Students may say: cau/tion</li> </ul> <p>Then, the discussion leader asks students to check the logic of their syllables: “Each syllable has to have exactly one vowel sound. Let’s check each one. What vowel do we hear in the first syllable? Last syllable?”</p> <p>“Now that we have checked the syllables and they make sense, let’s cut the word apart.” (Discussion leader chooses a peer to cut the word into two pieces on the syllable junctures.)</p>  |
| <b>Assemble It</b>            | Discussion leader scrambles the two pieces and chooses a student to put the word back together. Then re-scramble and choose another person to re-assemble one more time.   |
| <b>Write It</b>               | <p>Discussion leader covers up the word card and asks students to write the word <i>caution</i> from memory on their boards or scratch paper, reminding them to think about the two syllables as they spell it.</p> <p>Discussion leader shows the correct spelling and asks students to compare and self-check their spelling. Repeat if needed and if time permits.</p>  |
| <b>Transform &amp; Use It</b> | Discussion leader pulls out the affix cards (Teacher should display the affix cards <i>in-</i> , <i>-s/es</i> , <i>-ion/tion</i> , <i>-ous</i> , <i>-ment</i> ) and says something like: “Now let’s use the prefixes and suffixes to see if we can transform <i>caution</i> into new   |

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|  | <p>words.”</p> <p>Discussion leader places each card, one at a time, on the word and asks: “Does this make a new word?” Students answer yes or no.</p> <p>When an affix does create a logical word, the discussion leader asks: “Does this affix add a syllable to caution?” Students count the syllables in the new word to answer. Then they use or define the new form of the word.</p> <p>Discussion leader quickly goes through all the affixes this way.</p> <p>The teacher then adds (<i>caution</i>) and any new transformed word to the cumulative word deck for future use (<i>cautions, cautious, incautious</i>).</p> |
|--|---|

| Phase              | Word 2: <i>capable</i>  |
|--------------------|---|
| <b>Count It</b>    | <p>Teacher asks for another volunteer to lead the analysis of this word.</p> <p>“The next word is capable. “We have learned that members of the community viewed teachers as very <i>capable</i> and respectable people.”</p> <p>Discussion leader asks, “How many syllables are in the word <i>capable</i>?”</p> <p>Students may say: <i>three, clapping the syllables to make sure</i></p>  |
| <b>Read It</b>     | Discussion leader presents the written word card and asks peers to read the word aloud.   |
| <b>Use It</b>      | <p>Discussion leader chooses two students to use the word in a sentence about about voting.</p> <p><i>Note: Discussion leader can invite peers to use their <u>full linguistic repertoire</u></i></p>   |
| <b>Divide It</b>   | <p>Discussion leader asks: “How would we divide this word to form three syllables?”</p> <ul style="list-style-type: none"> <li>Students may say: ca/pa/ble</li> </ul> <p><i>Discussion leader helps students check the syllables to make sure each one has one vowel sound. For each, they ask “What vowel sound do we hear?” and “How is that sound spelled in this written syllable?”</i></p> <p><i>Then, the discussion leader chooses a peer to cut the word apart.</i></p> |
| <b>Assemble It</b> | Discussion leader scrambles the pieces and asks a student to put the word   |

|                               |   |
|-------------------------------|---|
|                               | back together.  |
| <b>Write It</b>               | Discussion leader asks students to get out their boards or scratch paper and to write the word from memory, using the syllables to help them. Then the leader shows the correct spelling so students can compare and self-check.  |
| <b>Transform &amp; Use It</b> | <p>Discussion leader displays the affix cards again. “Now we will see if we can use these prefixes and suffixes to turn <i>capable</i> into new words.”</p> <p>Use each affix, one at a time. For instance, the leader might say:</p> <p>“Let’s begin by adding an <i>-in</i> to the beginning of this word. What word do we have now?”</p> <p>“Does adding <i>-in</i> create another syllable?”</p> <p>‘How could you use <i>incapable</i> in a sentence?’</p> <p>“Can we use any other word parts with this word?”</p> <p>Allow students to try out different possibilities and discuss why no other affixes can logically work with this word.</p> <ul style="list-style-type: none"> <li>• Teacher will write real words on new cards to add to the warm-up deck (<i>capable, incapable</i>). Students may add a word(s) to the inquiry space to synthesize their knowledge of the module topic.</li> </ul> |

# DR Lesson H

**Discovery Reading Lesson Title:** Voting\_Lesson H (Blueprint)

**Book:** *The Teachers March!*

**Pages:** 27-32 (note that pages 25-26 are skipped in order to keep the text chunks and lessons to a reasonable length)

## **Ways to Increase Student Responsibility:**

- Select a different **student to lead the discussion** for each text chunk.
- Allow students to **choose which thought routines** would be most appropriate to practice with each chunk of text.
- Encourage the student discussion leader to use the **prompt card**. As needed, and gradually releasing over time, **support the student** in soliciting participation and facilitating discussion among their groupmates.
- **Full linguistic repertoire (FLR):** Students can discuss and ask each other questions in their home language to support their mental models of the text.

## **SETTING THE PURPOSE - Before Reading**

**Review ideas from Inquiry Space**

**Guiding Question:** Why did the teachers not get arrested or fired for marching?

**Word in the Spotlight:**

guaranteed: when something is promised to you and cannot be taken away

## **METACOGNITIVE DISCUSSION - During Reading**

Use the prompt card and DR routines to read aloud and discuss:

**Text Chunk #1:** pages 27-28

**Text Chunk #2:** pages 29-30

**Text Chunk #3:** pages 31-32

## **SYNTHESIZING KNOWLEDGE - After Reading**

Exemplar answer:



*The teachers did not get fired because the superintendent who was in charge of the schools realized that if he fired all the teachers, he would have to close all the schools. Then he would lose his own job. They did not get arrested either. If all the teachers were in jail, then the schools would also have to close.*

# UtS Lesson B

## Uncover the Structure Lesson Plan B: Elaborative

### Text: Actions that Led to the Voting Rights Act of 1965 Text 3 (Complete)

#### Reminders for Every Lesson:

- Invite participation from **at least two students** each time you pause to discuss, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

#### Text 3 (complete)

<sup>1</sup>In 1965, a new law was passed in the United States called the Voting Rights Act. <sup>2</sup>It said that no one can prevent African Americans or any citizen from voting if they are old enough.

<sup>3</sup>But why did the U.S. need this law? <sup>4</sup>African Americans already had the right to vote. <sup>5</sup>They were given that right in 1870 in the Fifteenth Amendment.

<sup>6</sup>This new law was necessary because of several reasons. <sup>7</sup>First, in the 1950s and 60s, there were some places where it was still difficult for Black people to vote. <sup>8</sup>In states like Alabama, when African Americans tried to register to vote, they had to pay an expensive voting tax. <sup>9</sup>Sometimes they had to pass a reading test with lots of impossible questions on it. <sup>10</sup>Even worse, some Black people were beaten or arrested for trying to vote, and as a result, many people saw the need for a new law.

<sup>11</sup>Many brave people stood up to protest these unfair voting rules. <sup>12</sup>Many of them were hurt and even killed. <sup>13</sup>Due to all of these reasons, leaders in the federal government realized they

had to make a change. <sup>14</sup>As a result, the Voting Rights Act was passed in 1965 to make sure that the unfair actions would stop.

| Text: “Actions That Led to the Voting Rights Act of 1965 Text 3 (Complete)”  |
|--|
| <b>Step One. Review the Text</b>   |
| <p>“We read three different versions of a text about events that led to the passing of the Voting Civil Rights Act. Now, we will revisit one of them. We’ve already read this text a couple of times, and we’ve learned a lot about voting rights from it. Let’s quickly re-read it together.”</p> <p><b>Teacher reads aloud.</b></p>  |
| <b>Step Two. Stating the Structure of the Text</b>   |
| <p>“Now, we’re going to ‘uncover the structure’ of this text. That means we are going to figure out how the author has organized the ideas in this text so that we can understand them. When writing, authors make choices about how they communicate ideas to help their readers learn.”</p> <p>“There are lots of different ways that authors can organize their thoughts, but as we learn about our topic, we are just going to focus on a couple.”</p> <p>*Here the teacher shows the empty <b>cause and effect graphic organizer</b>.</p> <p>"Sometimes, an author wants to show us how two events are related to each other. One event might cause another to happen. For example, if it's rainy outside, you stay inside for recess. The rain is the cause- that's the reason you have to stay inside. Indoor recess is the effect- that's what happens because it's raining. These two events are related to each other because one makes the other happen.</p> <p>When authors show us these kinds of relationships within a text, it's called "cause and effect." Authors often want to explain the reasons why something happened, or the effects of something. They choose the structure that best fits the ideas they want to communicate to their readers."</p> <p>“The text we are reading today uses the cause and effect structure to teach us about how various actions and events led to the Voting Rights Act of 1965 being passed.”</p> |
| <b>Step Three. Identifying Cue Words for Structure</b>   |
| <p>“There are some words that authors sometimes use to signal, or show us, how they are organizing a text. Let’s take a moment to look back at our text and see if we can find a few. Some examples of words that signal cause and effect are <i>because, as a result, resulted, caused, affected, since, due to, effect, in order to, lead to.</i>”</p>   |

The teacher will have students reread the text to locate a few examples, which they should circle or highlight on their papers, pointing out the relationship between ideas and how cues in the text alert the reader to the cause and effect. Cue words should be added to the Inquiry Space for later reference.

If students have difficulty, have students read a sentence aloud to help them locate the cue word. **For example:**

“Let’s reread this sentence together: *‘This new law was necessary because of several reasons.* I see the signal word *reasons* and *because* in this sentence, which means it’s about to introduce reasons why this law was necessary. When we keep reading the rest of the paragraph, we see the reasons: even though they could vote by law, voting locations made it difficult for African Americans to actually vote, by making them pay a tax or pass a test. Those reasons *caused* the law to be passed.”

#### Step Four. Discussion

“Now, I’m going to ask you a few questions about this text. In order to answer these questions, you will have to think about how the ideas in the text are organized, or structured.”

*“What unfair things were happening to keep people from voting in the 1950s and 1960s?”*

*“Why were Black people arrested or beaten?”*

*“How did the Voting Rights Act make things better for voters?”*

Teacher calls on students to share, prompting them to refer back explicitly in the text to explain their thinking.

#### Step Five. Graphic Organizer

“Now we are going to take what we learned and put all the ideas from the text into our graphic organizer so that we can really see how this text uses the structure.”

As a group, the teacher and students will work together to complete the **cause and effect organizer**, paying close attention to the big details about our topic. The teacher will transcribe student responses into a shared document by filling out the organizer. *\*In later lessons, teachers could release this responsibility to their students based upon ability and comfort.*

“Awesome! So we’ve ‘uncovered’ the structure of this text. We know that this text uses the causal structure to organize ideas about why the Civil Rights Act of 1965 was necessary.”

#### Step Six. Summarizing

“Now, we’re going to practice summarizing this text. When we summarize, we want to explain the ideas in the text to someone else who hasn’t read it so that they can understand it. That means we want to explain it in a way that uses the same structure that the author used.”

“Using your graphic organizer, summarize what you learned about voting rights from this text.”

**Teacher gives students a minute to practice with their partners.**

“Before we go, we are quickly going to write a summary of what we learned together. What should we begin with?”

Teacher will prompt students as the group writes a summary together, which the teacher will record to include on the Inquiry Space for future reference. As the teacher guides students through the shared-writing exercise, make sure to include structural cue words and appropriate academic vocabulary from the text and module.

***Example:*** *The Voting Rights Act was passed in 1965. This law was passed because some people were doing unfair things to prevent African Americans from voting. These unfair actions made it necessary to have a new law to protect voters.*

# SW Lesson D

## Sentence Workshop Lesson D (Blueprint)

### Voting in a Democracy Module

**Mystery Sentence:** The U.S. Constitution guarantees that all citizens over the age of eighteen have the right to vote in federal elections.

**Sentence #1:** All citizens over the age of eighteen have the right to vote.

**Sentence #2:** The U.S. Constitution guarantees the right to vote in federal elections.

**Word Cards for Sentence #1:** If you are making the cards beforehand, it might be helpful to group them by chunk, paperclip each chunk, and have them ready to go in the order they'll appear in the lesson. [Note: some cards consist of entire phrases as indicated by the brackets.]

*have, [to vote], right, the, citizens*

*all*

*eighteen, the, age, over, of*

**Word Cards for Sentence #2:**

*[U.S. Constitution], the, the, vote, to, right, guarantees*

*federal, in, elections*

**Mystery Sentence:** *that*

Note: Be sure the SW prompt card is visible to the whole group. Use it to guide the discussion of each sentence.

#### Build Sentence #1

- Teacher prompts students to build the first sentence.

**Word Cards:** *have, [to vote], right, the citizens*

- Students may build:  
“*Citizens have the right to vote.*”

- Teacher prompts students to expand sentence:

**Word Cards:** *all*

- Students may build:  
*“All citizens have the right to vote.”*
- Teacher prompts students to expand sentence:

**Word Cards:** *eighteen, the, age, over, of*

- Students may build:  
*“All citizens over the age of eighteen have the right to vote.”*
- Use the SW prompt card to discuss the sentence.

*Note: Continue to give students time to add /rearrange words, providing support or feedback as necessary. Allow students 1-2 attempts to arrange words; after two unsuccessful attempts, intervene using one of the steps provided in the elaborative plan.*

### Manipulate Morphosyntactic Structure of Sentence #1

- Teacher asks students how the sentence would need to be changed if the word *citizens* was replaced with *people*. (Note: this is a verbal activity; do not change word cards.)
- Teacher and students work together to answer:  
*\*There is no change to the remainder of the sentence, since people and citizens are both groups (plural)*

### Building Sentence #2

*\*Note: Teacher removes the word cards from Sentence #1 and places them off to the side (but keep them in a nested stack, in order, to make it easier to quickly re-build mystery sentence later).*

- Teacher prompts students to build sentence #2:

**Word Cards:** *[U.S. Constitution], the, the, vote, to, right, guarantees*

- Students may build:  
*“The U.S. Constitution guarantees the right to vote.”*
- Teacher prompts students to expand sentence:

**Word Cards:** *federal, in, elections*

- Students may say:  
***“The U.S. Constitution guarantees the right to vote in federal elections.”***
- Use the SW prompt card to discuss the sentence.

*Note: Continue to give students time to add /rearrange words, providing support or feedback as necessary. Allow students 1-2 attempts to arrange words; after two unsuccessful attempts, intervene using one of the steps provided in the elaborative plan.*

### **Build Mystery Sentence & Discuss Meaning**

\*Note: Teacher places the word cards from sentence #1 back on the table so that both sentences are arranged in front of the students. Do not ask students to rebuild the sentence.

- Teacher helps students briefly discuss the ideas in the sentences, helping students see how the ideas in both sentences are connected.
- Teacher prompts students to combine the two sentences by adding the word *that*. The teacher may need to explicitly tell students that these sentences are not simply combined by putting one sentence before the other; instead, they will have to figure out how to place one of the sentences inside the other in a place that makes sense. The teacher can tell students that there are some words that will need to be removed because they are used twice (*the right to vote*).

**Word Card:** *that*

- With support as needed, students work together to build the mystery sentence:  
***“The U.S. Constitution guarantees that all citizens over the age of eighteen have the right to vote in federal elections.”***
- Teacher and students add the mystery sentence to the Inquiry Space.



## **Inquiry Space (IS)**

### Ideas for planning the IS maintenance days

Note to teachers:

While the rest of the K.L.I. components are highly structured, the Inquiry Space, by its very nature, has to be flexible and customizable for each group. Think of this as your “playground” where you and your students have freedom to spend time playing with the big ideas about your topic that have come up across previous lessons. We haven’t provided specific lesson plans for IS days. Instead, we provide these ideas below as starting points as you plan for these days.

### **Menu of Options**

During an IS day, you can do one of these activities, a combination of several of them, or design something of your own that accomplishes the goal of this component. Keep in mind that the goal of the Inquiry Space component is to: *re-engage with the vocabulary and concepts your group has been collecting from lesson to lesson so that students can notice and discuss how these ideas fit together.*

1. Review and re-organize the Inquiry Space
  - Show the current version of the group’s Inquiry Space.
  - Ask them to work with a partner or individually to re-read all the entries that are there.
  - Then have them work with a partner to identify a few sorting categories they could use to move the entries around into meaningful groups. For instance, maybe there are three entries about changes in voting rights and two entries about how to become a candidate. You could move these into groups and label each one with a clear category title.
2. Review and connect new words
  - Show the current version of the group’s Inquiry Space
  - Ask students to read all the entries and look for new vocabulary words they have learned.
  - After students have each found their list of new words, ask each student to pick one word to share with the group. They have to explain where the word is found on the Inquiry Space and what it means (related to the inquiry topic). You could also ask them to create an action or movement for the word to help the group remember it.
  - For each word, draw lines that connect to other words on the Inquiry Space and create a sentence that shows how the words are related. For example, you might draw a line between the words *registration* and *government* and develop the sentence: “Voters fill out registration forms if they want to be able to vote for the government.”
3. Revisit the overarching inquiry questions
  - Show the current version of the group’s Inquiry Space.
  - Chorally read all the entries as a group to review all the ideas.
  - Then show students the questions from the Day 0 lesson that you used to launch the module.

- Using one question at a time, ask students to work with a partner to find at least two entries on the Inquiry Space that help answer the question.
  - The partners can share their ideas with the group, and then color-code or re-arrange the entries into groups based on the question they help answer.
4. Paraphrase the most important or most interesting ideas
- Show the current version of the group's Inquiry Space and chorally read the entries aloud to review
  - Ask students to pretend they are explaining what they have learned to a friend or relative who hasn't been in the group. They have to pick ONE really important idea and explain it in their own words, in a way that will make sense to their friend or relative (this is a great opportunity for students to explain their new knowledge in a home language). Alternatively, you can ask them to pick the one idea that is most interesting to them that they think will also be interesting to their friend or relative.
  - Students work in partners or individually to come up with two sentences for their friend or relative. If needed, you can give them a sentence starter to get them started.
  - They share with the group and then record their sentences on the Inquiry Space as new entries.

# DR Lesson I

**Discovery Reading Lesson Title:** Voting\_Lesson I (Blueprint)

**Book:** *The Teachers March!*

**Pages:** 35-40 (end of book) (note that a few pages are skipped in order to keep the text chunks and lessons to a reasonable length)

## **Ways to Increase Student Responsibility:**

- Select a different **student to lead the discussion** for each text chunk.
- Allow students to **choose which thought routines** would be most appropriate to practice with each chunk of text.
- Encourage the student discussion leader to use the **prompt card**. As needed, and gradually releasing over time, **support the student** in soliciting participation and facilitating discussion among their groupmates.
- **Full linguistic repertoire (FLR):** Students can discuss and ask each other questions in their home language to support their mental models of the text.

## **SETTING THE PURPOSE - Before Reading**

**Review ideas from Inquiry Space**

**Guiding Question:** *What impact did the teacher's march have on other people?*

### **Word in the Spotlight:**

determination: having a strong plan or purpose to get something done without letting anything stand in your way

## **METACOGNITIVE DISCUSSION - During Reading**

Use the prompt card and DR routines to read aloud and discuss:

**Text Chunk #1:** pages 35-37

**Text Chunk #2:** page 38

**Text Chunk #3:** pages 39-40

## **SYNTHESIZING KNOWLEDGE - After Reading**

Exemplar answer:

*When other groups of workers saw the teachers marching, they got inspired to march for voting rights. The students were also inspired to help their parents and teachers get the right to vote. They left school and marched to the courthouse with determination, just like their teachers. Lots of people across the country saw these marches, and the President helped pass a new law called the Voting Rights Act.*

# CR Lesson G

## Confident Reading Lesson G: Blueprint

### Text: Why Voting Matters in a Democracy Text 1

#### Reminders for Every Lesson:

- Invite participation from **at least two students** each time you pause to discuss, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

#### Lesson Routine:

1. Teacher reads aloud and models
2. Students read silently
3. Partner Read
4. Discuss
5. Feedback and Teaching Point
6. Bridging Language Routine
7. Whole Group Read

#### Text 1

<sup>1</sup>Our leaders make laws to help our communities. <sup>2</sup>If we don't like the way **they** lead, we can vote for a different person. <sup>3</sup>Someone else can win the next election. <sup>4</sup>We make our voices heard by voting. <sup>5</sup>In many elections, less than half of the people who can vote actually do. <sup>6</sup>To make your voice heard, you have to vote when you can.

<sup>7</sup>If you cannot vote yet, you can do other things. <sup>8</sup>You can talk with adults about the importance of voting. <sup>9</sup>You can tell other adults to register to vote. <sup>10</sup>You can listen to leaders on

TV and learn about their ideas. <sup>11</sup>This will help you learn about the issues that really matter to you.

|  |  |
|--|--|
| <p><b>Feedback &amp; Teaching Points (choose 1 or 2):</b></p> <ul style="list-style-type: none"> <li>● reading confidence</li> <li>● accuracy</li> <li>● punctuation</li> <li>● connectives and conjunctions</li> <li>● words and phrases that signal text structure</li> <li>● other forms of phrasing</li> </ul> <p>Routine:<br/>Teacher models; students repeat after teacher 1-2 or times; students practice re-reading in unison 1-2 times.</p> | <p><b>Bridging Language Routine (use for purple text):</b></p> <p>-Reread sentences 1 and 2.<br/>-“What is <i>they</i> referring to in the second sentence?<br/>-Students: “Our leaders.”</p> <p>“Our leaders? OK, let’s check it and see. Let’s place the phrase “our leaders” in place of “they” in the second sentence. Read aloud with me, from the beginning: <sup>1</sup><i>Our leaders make laws to help our communities.</i> <sup>2</sup><i>If we don’t like the way <b>our leaders</b> lead, we can vote for a different person.</i></p> <p>“Does that make sense? Yes! The first sentence said <i>our leaders</i>, so we know that the <i>they</i> in the next sentences refers to <i>our leaders</i>, too!”</p> |
|--|--|

# BW Lesson E

## Breaking Words Lesson Plan E (Blueprint)

### Voting in a Democracy Module

#### Word Cards:

- *courage*
- *accomplish*

#### Affix Cards:

- *in-*
- *-s/-es*
- *-ion/-tion*
- *-ous*
- *-ment*

*Note:* For each part of the lesson, refer back to the BW Prompt Card

|                                     |  |
|-------------------------------------|--|
| <b>Warm up</b>                      | Use word deck from previous lessons, students quickly read all the words; pick one and create a sentence   |
| <b>Word 1:</b><br><i>courage</i>    | <b>Count it:</b> <i>two</i><br><b>Read it</b><br><b>Use it:</b> <i>People who protested for voting rights showed a lot of courage because they could have been arrested or put in jail.</i><br><b>Divide it:</b> <i>cour/age</i><br><b>Assemble it</b><br><b>Write it</b><br><b>Transform &amp; Use it:</b> <i>courageous</i>  |
| <b>Word 2:</b><br><i>accomplish</i> | <b>Count it:</b> <i>three</i><br><b>Read it</b><br><b>Use it:</b> <i>Protesters accomplished their goal when the government passed laws giving them the right to vote.</i><br><b>Divide it:</b> <i>ac/com/plish</i><br><b>Assemble it</b><br><b>Write it</b><br><b>Transform &amp; Use it:</b> <i>accomplishes, accomplishment</i><br><i>*After lesson, teacher adds new words to cumulative word deck. Students may add words to the inquiry space to synthesize their knowledge.</i> |

# DR Lesson J

**Discovery Reading Lesson Title:** Voting\_Lesson J (Blueprint)

**Book:** *What's the big deal about elections?*

**Pages:** 33-36

## **Ways to Increase Student Responsibility:**

- Select a different **student to lead the discussion** for each text chunk.
- Allow students to **choose which thought routines** would be most appropriate to practice with each chunk of text.
- Encourage the student discussion leader to use the **prompt card**. As needed, and gradually releasing over time, **support the student** in soliciting participation and facilitating discussion among their groupmates.
- **Full linguistic repertoire (FLR):** Students can discuss and ask each other questions in their home language to support their mental models of the text.

## **SETTING THE PURPOSE - Before Reading**

**Review ideas from Inquiry Space**—returning to previous book from DR lessons A-D

**Guiding Question:** *How do people decide who to vote for in an election?*

### **Word in the Spotlight:**

candidate: a person who is running for office in an election

## **METACOGNITIVE DISCUSSION - During Reading**

Use the prompt card and DR routines to read aloud and discuss:

**Text Chunk #1:** pages 33-34 (stop at the end of the first paragraph on page 34-the one ending with “very excited about them”).

**Text Chunk #2:** rest of page 34 and page 35

**Text Chunk #3:** page 36

## **SYNTHESIZING KNOWLEDGE - After Reading**

Exemplar answer:



*People choose to vote for candidates for different reasons. Sometimes, people vote for candidates in their political party because they know they might agree with those candidates' ideas. Other times, people can read about candidates to see if the candidates have ideas for making laws that will improve their communities.*

# CR Lesson H

## Confident Reading Lesson H: Blueprint

### Text: Why Voting Matters in a Democracy Text 2

#### Reminders for Every Lesson:

- Invite participation from **at least two students** each time you pause to discuss, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

#### Lesson Routine:

1. Teacher reads aloud and models
2. Students read silently
3. Partner Read
4. Discuss
5. Feedback and Teaching Point
6. Bridging Language Routine
7. Whole Group Read

#### Text 2

<sup>1</sup>Our leaders make a lot of important decisions. <sup>2</sup>They make laws that will help our communities. <sup>3</sup>If we don't like what they do, we can vote for a different person. . <sup>4</sup>A different person can win the next election. <sup>5</sup>We make our voices heard by voting for our leaders.

<sup>6</sup>Not everyone chooses to vote. <sup>7</sup>Some people who are allowed to vote stay home on Election Day. <sup>8</sup>They choose not to use their voice. <sup>9</sup>Did you know that in many elections, less

than half of the citizens who can vote actually do? <sup>10</sup>To make your voice heard, you have to vote when you can.

<sup>11</sup>If you cannot vote yet, you can still get involved. <sup>12</sup> You can talk with your parents and other adults about the importance of voting. <sup>13</sup>You can encourage other adults to register to vote. <sup>14</sup>You can listen to candidates on TV and learn about their ideas. <sup>15</sup>This will help you learn about the issues that really matter to your community.

|  |  |
|--|--|
| <b>Feedback &amp; Teaching Points (choose 1 or 2):</b> <ul style="list-style-type: none"><li>● reading confidence</li><li>● accuracy</li><li>● punctuation</li><li>● connectives and conjunctions</li><li>● words and phrases that signal text structure</li><li>● other forms of phrasing</li></ul> <p>Routine:<br/>Teacher models; students repeat after teacher 1-2 or times; students practice re-reading in unison 1-2 times.</p> | <b>Bridging Language Routine (use for purple text):</b> <p>-Reread sentences 7 and 8.<br/>-“What are <i>they</i> and <i>their</i> referring to in the 8th sentence?”<br/>Students: “Some people.”</p> <p>“Some people? OK, let’s check it and see. Let’s place the phrase some people” in place of “they” in the eighth sentence and “some people’s” in place of “their” in that same sentence. Read aloud with me, from the beginning of sentence 7: <sup>7</sup><i>Some people who are allowed to vote stay home on Election Day.</i> <sup>8</sup><i>Some people choose not to use some people’s voice.</i></p> <p>“Does that make sense? Yes! That seventh sentence told us that some people who are allowed to vote stay home, so we know it’s talking about those same people when it says they are choosing not to use their voice.”</p> |
|--|--|

# SW Lesson E

## Sentence Workshop Lesson E (Blueprint)

### Voting in a Democracy Module

**Mystery Sentence:** Voters should listen carefully to the candidates and think about which ones they trust the most before deciding how to vote in an election.

**Sentence #1:** Voters should listen carefully to the candidates before deciding how to vote.

**Sentence #2:** Voters should think about which candidates they trust the most in an election.

**Word Cards for Sentence #1:** If you are making the cards beforehand, it might be helpful to group them by chunk, paperclip each chunk, and have them ready to go in the order they'll appear in the lesson. [Note: some cards consist of entire phrases as indicated by the brackets.]

*Listen, should, candidates, the, to, voters*

*Deciding, before, vote, to, how  
carefully*

**Word Cards for Sentence #2:**

*Voters, think, should, [which candidates], trust, they, about, [the most]  
[in an election]*

**Mystery Sentence:** *and, ones*

Note: Be sure the SW prompt card is visible to the whole group. Use it to guide the discussion of each sentence.

#### Build Sentence #1

- Teacher prompts students to build the first sentence.

**Word Cards:** *listen, should, candidates, the, to, voters*

- Students may build:  
“*Voters should listen to the candidates.*” or  
“*Candidates should listen to the voters.*”

\*Both are logical and topic-aligned; the first one is preferred because it allows for the remaining words to be added for the mystery sentence. If they build the second

sentence, discuss it as meaningful and correct, and then the teacher should rearrange the cards to build the first sentence before moving on.

- Teacher prompts students to expand sentence:

**Word Cards:** *Deciding, before, vote, to, how*

- Students may build:  
***“Voters should listen to the candidates before deciding how to vote.”***
- Teacher prompts students to expand sentence:

**Word Cards:** *carefully*

- Students may build:  
***“Voters should listen carefully to the candidates before deciding how to vote.”***
- Use the SW prompt card to discuss the sentence.

*Note: Continue to give students time to add /rearrange words, providing support or feedback as necessary. Allow students 1-2 attempts to arrange words; after two unsuccessful attempts, intervene using one of the steps provided in the elaborative plan.*

### Manipulate Morphosyntactic Structure of Sentence #1

- Teacher asks students how the sentence would need to be changed if the word *voters* was replaced with *voter*. (Note: this is a verbal activity; do not change word cards.)
- Teacher and students work together to answer:  
***“A voter should listen carefully to the candidates before deciding how to vote.”***

*Note: Add ‘the’ or ‘a’ before ‘voter’ to make the sentence sound more like a sentence you might see in a book. Authors wouldn’t usually talk about one voter like that without an article (a or the) in front of it. [Students might point out that using articles like ‘la’, ‘el’, ‘un’, and ‘una’ in front of a noun is common in Spanish]*

### Building Sentence #2

*\*Note: Teacher removes the word cards from Sentence #1 and places them off to the side (but keep them in a nested stack, in order, to make it easier to quickly re-build mystery sentence*

later).

- Teacher prompts students to build sentence #2:

**Word Cards:** *Voters, think, should, [which candidates], trust, they, about, [the most]*

- Students may build:  
***“Voters should think about which candidates they trust the most.”***
- Teacher prompts students to expand sentence:

**Word Cards:** *[in an election]*

- Students may say:  
***“Voters should think about which candidates they trust the most in an election.” OR  
“In an election, voters should think about which candidates they trust the most.”***
- Use the SW prompt card to discuss the sentence.

*Note: Continue to give students time to add /rearrange words, providing support or feedback as necessary. Allow students 1-2 attempts to arrange words; after two unsuccessful attempts, intervene using one of the steps provided in the elaborative plan.*

### **Build Mystery Sentence & Discuss Meaning**

\*Note: Teacher places the word cards from sentence #1 back on the table so that both sentences are arranged in front of the students. Do not ask students to rebuild the sentence.

- Teacher helps students briefly discuss the ideas in the sentences, helping students see how the ideas in both sentences are connected.
- Teacher prompts students to combine the two sentences by adding the word *and* and replacing one word with the pronoun *ones*. (The teacher can tell students that there are a bunch of words that will need to be removed because they are used twice when the sentences are put together).

**Word Card:** *and, ones*

- Students might start by stringing the sentences together serially like this:  
***“Voters should listen carefully to the candidates before deciding how to vote, and voters should think about which ones they trust the most in an election.”***

Give them additional guidance to remove all the repeated words (voters should, candidates) and move some of the phrases around to make them flow together smoothly in the longer sentence without changing the meaning.

- With support as needed, students work together to build the mystery sentence:

**“Voters should listen carefully to the candidates and think about which ones they trust the most before deciding how to vote in an election.”**

Or

**“Voters should listen carefully to the candidates before deciding how to vote and think about which ones they trust the most in an election.”**

- Teacher and students add the mystery sentence to the Inquiry Space.

# DR Lesson K

**Discovery Reading Lesson Title:** Voting\_Lesson K (Blueprint)

**Book:** *What's the big deal about elections?*

**Pages:** 37-41

## **Ways to Increase Student Responsibility:**

- Select a different **student to lead the discussion** for each text chunk.
- Allow students to **choose which thought routines** would be most appropriate to practice with each chunk of text.
- Encourage the student discussion leader to use the **prompt card**. As needed, and gradually releasing over time, **support the student** in soliciting participation and facilitating discussion among their groupmates.
- **Full linguistic repertoire (FLR):** Students can discuss and ask each other questions in their home language to support their mental models of the text.

## **SETTING THE PURPOSE - Before Reading**

**Review ideas from Inquiry Space**

**Guiding Question:** *Can children run for office? Why or why not?*

### **Word in the Spotlight:**

requirement: a task someone has to do in order to meet a certain goal (such as, *It is a requirement that parents fill out forms to enroll children in school.*)

## **METACOGNITIVE DISCUSSION - During Reading**

Use the prompt card and DR routines to read aloud and discuss:

**Text Chunk #1:** page 37

**Text Chunk #2:** pages 38-39

**Text Chunk #3:** pages 40-41

## **SYNTHESIZING KNOWLEDGE - After Reading**

Exemplar answer:



*Children cannot run for government offices like the President or the House of Representatives because there are large responsibilities that children may not be old enough to handle. There are rules that say how old you have to be to run for office, and children are usually not old enough to meet the requirements.*

# CR Lesson I

## Confident Reading Lesson I: Blueprint

### Text: Why Voting Matters in a Democracy Text 3 (maze)

#### Reminders for Every Lesson:

- Invite participation from **at least two students** each time you pause to discuss, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

#### Lesson Routine:

1. Teacher intro and maze read: students read silently and select maze choices
2. Teacher model reads and maze teaching point
3. Partner Read
4. Discuss
5. Feedback and Quick Teaching Point
6. Bridging Language Routine
7. Whole Group Read

#### Text 3 (maze)

<sup>1</sup>In a democracy, we all have a say in how the government works. <sup>2</sup>Elected leaders make a lot of important decisions. <sup>3</sup>

It  
She  
They

 make laws that will help our communities. <sup>4</sup>If we don't like the way **they** govern, we can vote for a different person next time. <sup>5</sup>If a lot of people want to put a different person in leadership, a different 

voter  
candidate  
registration

 will win the next election. <sup>6</sup>We make our voices heard by voting for leaders who will support ideas that we like.

<sup>7</sup>Some people who are eligible (allowed) to vote stay home on Election Day. <sup>8</sup>They choose not to use their voice. <sup>9</sup>Did you know that in many elections, less than half of the citizens

who  
which  
what

can vote actually do? <sup>10</sup>To make your voice heard, you have to vote whenever you get the chance.

This  
There  
That

<sup>11</sup>If you are not yet able to vote, you can still get involved. <sup>12</sup>are other ways to participate in democracy. <sup>13</sup>You can talk with your parents and other adults about the importance of voting. <sup>14</sup>You can encourage other adults to register to vote. <sup>15</sup>You can listen to candidates on TV and learn about their opinions. <sup>16</sup>These actions can lead to you staying informed about the issues that really matter to your community.

### Maze Teaching Point

(choose this one or one your students had the most difficulty with):

“Let’s re-read sentence 5 and consider what word could go in this blank: *“If a lot of people want to put a different person in leadership, a different voter/candidate/registration will win the next election.”*

“So here we need to think about the vocabulary we have learned while reading about this topic. It is talking about a person who will win the election here. Do *voters* win elections? No, they vote in elections, they don’t run in elections. Is a *candidate* a person who runs for office in elections? Yes, I think that’s right, but let me check the third option

### Bridging Language Routine (use for purple text):

-Reread sentences 2, 3, and 4.

-“Who are *they* in the 3rd sentence and in the 4th sentence?”

-Students: “Elected leaders.” (or “the elected leaders”)

-“Elected leaders? Let’s check it and see. Let’s place the words “elected leaders” in place of “they” in the third and fourth sentences. Read aloud those three sentences again with me, but say *elected leaders* instead of *they* in the third and fourth sentence: “<sup>2</sup>*Elected leaders make a lot of important decisions.* <sup>3</sup>*Elected leaders make laws that will help our communities.* <sup>4</sup>*If we don’t like the way the elected leaders govern, we can vote for a different person next time.*”

to be sure. A different *registration* will win the next election? No, *registration* isn't a person! *Registration* is the process in which you sign up to vote. So I think it is *candidate*, but let me insert that word in the sentence to see: *If a lot of people want to put a different person in leadership, a different candidate will win the next election.* Yes, that sounds just right!”

**Feedback & Teaching Points (choose 1 or 2):**

- reading confidence
- accuracy
- punctuation
- connectives and conjunctions
- words and phrases that signal text structure
- other forms of phrasing

Routine:

Teacher models; students repeat after teacher 1-2 or times; students practice re-reading in unison 1-2 times.

-“Does that sound right? Yes! We know from the second sentence that we are talking about elected leaders.”

# BW Lesson F

## Breaking Words Lesson Plan F (Blueprint)

### Voting in a Democracy Module

#### Word Cards:

- *appropriate*
- *encourage*

#### Affix Cards:

- *in-*
- *-s/-es*
- *-ion/-tion*
- *-ous*
- *-ment*

*Note:* For each part of the lesson, refer back to the BW Prompt Card

|                                      |   |
|--------------------------------------|---|
| <b>Warm up</b>                       | Use word deck from previous lessons, students quickly read all the words; pick one and create a sentence  |
| <b>Word 1:</b><br><i>appropriate</i> | <b>Count it:</b> <i>four</i><br><b>Read it</b><br><b>Use it:</b> <i>It is not appropriate for children to hold elected offices.</i><br><b>Divide it:</b> ap/pro/pri/ate<br><b>Assemble it</b><br><b>Write it</b><br><b>Transform &amp; Use it:</b> inappropriate  |
| <b>Word 2:</b><br><i>encourage</i>   | <b>Count it:</b> <i>three</i><br><b>Read it</b><br><b>Use it:</b> <i>They encouraged people to keep fighting for the right to vote.</i><br><b>Divide it:</b> en/cour/age<br><b>Assemble it</b><br><b>Write it</b><br><b>Transform &amp; Use it:</b> encourages, encouragement<br><i>*After lesson, teacher adds new words to cumulative word deck. Students may add words to the inquiry space to synthesize their knowledge.</i> |

# DR Lesson L

**Discovery Reading Lesson Title:** Voting\_Lesson L (Blueprint)

**Book:** *What's the big deal about elections?*

**Pages:** 45-48

## **Ways to Increase Student Responsibility:**

- Select a different **student to lead the discussion** for each text chunk.
- Allow students to **choose which thought routines** would be most appropriate to practice with each chunk of text.
- Encourage the student discussion leader to use the **prompt card**. As needed, and gradually releasing over time, **support the student** in soliciting participation and facilitating discussion among their groupmates.
- **Full linguistic repertoire (FLR):** Students can discuss and ask each other questions in their home language to support their mental models of the text.

## **SETTING THE PURPOSE - Before Reading**

**Review ideas from Inquiry Space**

**Guiding Question:** *What are three different ways that people cast their votes in an election?*

**Word in the Spotlight:**

technology: tools, equipment, or machines that are designed to do certain tasks.

## **METACOGNITIVE DISCUSSION - During Reading**

Use the prompt card and DR routines to read aloud and discuss:

**Text Chunk #1:** page 45 and the first paragraph on page 46

**Text Chunk #2:** the rest of page 46 and the text box on top of page 47

**Text Chunk #3:** the rest of page 47 and page 48

## **SYNTHESIZING KNOWLEDGE - After Reading**

Exemplar answer:

*After people register to vote, they can visit a polling place and either cast a paper ballot or*

*vote using a machine. A third way people can vote is by sending their vote in the mail if they are far away from where they currently live.*

# UtS Lesson C

## Uncover the Structure Lesson Plan C: Elaborative

### Text: Why Voting Matters in a Democracy Text 3 (Complete)

#### Reminders for Every Lesson:

- Invite participation from **at least two students** each time you pause to discuss, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

#### Text 3 (complete)

<sup>1</sup>In a democracy, we all have a say in how the government works. <sup>2</sup>Elected leaders make a lot of important decisions. <sup>3</sup>They make laws that will help our communities. <sup>4</sup>If we don't like the way they govern, we can vote for a different person next time. <sup>5</sup>If a lot of people want to put a different person in leadership, a different candidate will win the next election. <sup>6</sup>We make our voices heard by voting for leaders who will support ideas that we like.

<sup>7</sup>Some people who are eligible (allowed) to vote stay home on Election Day. <sup>8</sup>As a result, they are not able to have a say in who gets to lead. <sup>9</sup>Did you know that in many elections, less than half of the citizens who can vote actually do? <sup>10</sup>In order to make your voice heard, you have to vote whenever you get the chance.

<sup>11</sup>If you are not yet able to vote, you can still get involved. <sup>12</sup>There are other ways to participate in democracy. <sup>13</sup>You can talk with your parents and other adults about the importance of voting. <sup>14</sup>You can encourage other adults to register to vote. <sup>15</sup>You can listen to candidates on



TV and learn about their opinions. <sup>16</sup>These actions can lead to you staying informed about the issues that really matter to your community.

| Text: “Why Voting Matters in a Democracy Text 3 (Complete)”   |
|---|
| <b>Step One. Review the Text</b>  |
| <p>“We read three different versions of a text about why voting is important in a democracy. Now, we will revisit one of them. We’ve already read this text a couple of times, and we’ve learned a lot about how to get involved in voting in a democracy. Let’s quickly re-read it together.”</p> <p><b>Teacher reads aloud.</b></p>   |
| <b>Step Two. Stating the Structure of the Text</b>  |
| <p>“Now, we’re going to ‘uncover the structure’ of this text. That means we are going to figure out how the author has organized the ideas in this text so that we can understand them. When writing, authors make choices about how they communicate ideas to help their readers learn.”</p> <p>“There are lots of different ways that authors can organize their thoughts, but as we’ve read about our topic, we’ve just learned about a couple of text structures.”</p> <p>*Here the teacher shows the empty <b>cause and effect graphic organizer</b> and the <b>sequence graphic organizer</b>.</p> <p>“We’ve learned about both of these text structures. Remember, causal explains how ideas or events are related to one another in a text, and sequence tells us the order something happens in. Which do you think is best for our text about voting?”</p> <p>"Right! This text tells us reasons why voting is important, and helps us see that one of the effects of participating in elections is that our voices will be heard. The author uses cause and effect structure to organize these ideas.”</p> |
| <b>Step Three. Identifying Cue Words for Structure</b>  |
| <p>“There are some words that authors sometimes use to signal, or show us, how they are organizing a text. Let’s take a moment to look back at our text and see if we can find a few. Some examples of words that signal cause and effect are <b><i>because, as a result, resulted, caused, affected, since, due to, effect, in order to, lead to.</i></b>”</p> <p>The teacher will have students reread the text to locate a few examples, which they should circle or highlight on their papers, pointing out the relationship between ideas and how cues in the text alert the reader to the cause and effect. Cue words should be added to the Inquiry Space for later reference.</p>   |

If students have difficulty, have students read a sentence aloud to help them locate the signal word. **For example:**

“Let’s reread these sentences together: <sup>8</sup>*As a result, they are not able to have a say in who gets to lead.* <sup>9</sup>*Did you know that in many elections, less than half of the citizens who can vote actually do?* <sup>10</sup>*In order to make your voice heard, you have to vote whenever you get the chance.* I see the author is saying “as a result” to show that if you don’t vote, the result is that you don’t get to be heard. And I also see that the author is saying that “in order to” be heard, you have to vote. These phrases signal that voting causes an effect - having a role in choosing the government that best represents you.

#### Step Four. Discussion

“Now, I’m going to ask you a few questions about this text. In order to answer these questions, you will have to think about how the ideas in the text are organized, or structured.”

*“What happens if people are not happy with their elected officials?”*

*“How can you still participate if you are not old enough to vote?”*

*“What happens if someone chooses not to vote?”*

Teacher calls on students to share, prompting them to refer back explicitly in the text to explain their thinking.

#### Step Five. Graphic Organizer

“Now we are going to take what we learned and put all the ideas from the text into our graphic organizer so that we can really see how this text uses the structure.”

As a group, the teacher and students will work together to complete the **cause and effect graphic organizer**, paying close attention to the big details about why voting matters. The teacher will transcribe student responses into a shared document by filling out the organizer.  
*\*In later lessons, teachers could release this responsibility to their students based upon ability and comfort.*

“Awesome! So we’ve ‘uncovered’ the structure of this text. We know that this text uses the causal structure to organize ideas about why voting is important in a democracy.”

#### Step Six. Summarizing

“Now, we’re going to practice summarizing this text. When we summarize, we want to explain the ideas in the text to someone else who hasn’t read it so that they can understand it. That

means we want to explain it in a way that uses the same structure that the author used.”

“Using your graphic organizer, summarize what you learned about the importance of voting in this text.”

**Teacher gives students a minute to practice with their partners.**

“Before we go, we are quickly going to write a summary of what we learned together. What should we begin with?”

Teacher will prompt students as the group writes a summary together, which the teacher will record to include on the Inquiry Space for future reference. As the teacher guides students through the shared-writing exercise, make sure to include structural cue words and appropriate academic vocabulary from the text and module.

***Example:*** People have a voice in choosing their leaders, but only if they participate. If voters do not agree with an elected leader, they get a chance to vote for a new candidate to replace that person in the next election. Even if you are too young to vote, you can still be informed of important issues and stress the importance of voting to others.

# SW Lesson F

## Sentence Workshop Lesson F (Blueprint)

### Voting in a Democracy Module

**Mystery Sentence:** Children are not old enough to vote or run for office, but they can still get involved by encouraging grown-ups to vote on election day.

**Sentence #1:** Children are not old enough to vote or run for office.

**Sentence #2:** Children can get involved by encouraging grown-ups to vote on election day.

**Word Cards for Sentence #1:** If you are making the cards beforehand, it might be helpful to group them by chunk, paperclip each chunk, and have them ready to go in the order they'll appear in the lesson. [Note: some cards consist of entire phrases as indicated by the brackets.]

*[old enough], children, not, run, office, for, are, to  
Vote, or*

**Word Cards for Sentence #2:**

*Children, involved, day, election, get, can, on  
Grown-ups, encouraging, by, vote, to*

**Mystery Sentence:** *but, still, they*

Note: Be sure the SW prompt card is visible to the whole group. Use it to guide the discussion of each sentence.

#### Build Sentence #1

- Teacher prompts students to build the first sentence.

**Word Cards:** *[old enough], children, not, run, office, for, are, to*

- Students may build:  
“*Children are not old enough to run for office.*”
- Teacher prompts students to expand sentence:

**Word Cards:** *vote, or*

- Students may build:  
***“Children are not old enough to run for office or vote.” OR  
“Children are not old enough to vote or run for office.”***
- Use the SW prompt card to discuss the sentence.

*Note: Continue to give students time to add /rearrange words, providing support or feedback as necessary. Allow students 1-2 attempts to arrange words; after two unsuccessful attempts, intervene using one of the steps provided in the elaborative plan.*

### **Manipulate Morphosyntactic Structure of Sentence #1**

- Teacher asks students how the sentence would need to be changed if the word *are* was replaced with *was*. (Note: this is a verbal activity; do not change word cards.)

- Teacher and students work together to answer:

*The word children would need to be changed to make it sound like something an author would write in a book. It could be He was, She was, I was, The girl was, etc.*

### **Building Sentence #2**

*\*Note: Teacher removes the word cards from Sentence #1 and places them off to the side (but keep them in a nested stack, in order, to make it easier to quickly re-build mystery sentence later).*

- Teacher prompts students to build sentence #2:

***Word Cards:*** *children, involved, day, election, get, can, on*

- Students may build:  
***“Children can get involved on election day.”***

- Teacher prompts students to expand sentence:

***Word Cards:*** *grown-ups, encouraging, by, vote, to*

- Students may say:  
***“Children can get involved by encouraging grown-ups to vote on election day.” OR  
Children can get involved on election day by encouraging grown-ups to vote.”***
- Use the SW prompt card to discuss the sentence.

*Note: Continue to give students time to add /rearrange words, providing support or feedback as necessary. Allow students 1-2 attempts to arrange words; after two unsuccessful attempts, intervene using one of the steps*

*provided in the elaborative plan.*

### **Build Mystery Sentence & Discuss Meaning**

\*Note: Teacher places the word cards from sentence #1 back on the table so that both sentences are arranged in front of the students. Do not ask students to rebuild the sentence.

- Teacher helps students briefly discuss the ideas in the sentences, helping students see how the ideas in both sentences are connected.
- Teacher prompts students to combine the two sentences by adding the words *but* and *still*, and replacing one word with the pronoun *they*.

**Word Card:** *but, still, they*

- With support as needed, students work together to build the mystery sentence:  
**“Children are not old enough to vote or run for office, but they can still get involved by encouraging grown-ups to vote on election day.”**
- Teacher and students add the mystery sentence to the Inquiry Space.

## **Inquiry Space (IS)**

### Ideas for planning the IS maintenance days

Note to teachers:

While the rest of the K.L.I. components are highly structured, the Inquiry Space, by its very nature, has to be flexible and customizable for each group. Think of this as your “playground” where you and your students have freedom to spend time playing with the big ideas about your topic that have come up across previous lessons. We haven’t provided specific lesson plans for IS days. Instead, we provide these ideas below as starting points as you plan for these days.

### **Menu of Options**

During an IS day, you can do one of these activities, a combination of several of them, or design something of your own that accomplishes the goal of this component. Keep in mind that the goal of the Inquiry Space component is to: *re-engage with the vocabulary and concepts your group has been collecting from lesson to lesson so that students can notice and discuss how these ideas fit together.*

1. Review and re-organize the Inquiry Space
  - Show the current version of the group’s Inquiry Space.
  - Ask them to work with a partner or individually to re-read all the entries that are there.
  - Then have them work with a partner to identify a few sorting categories they could use to move the entries around into meaningful groups. For instance, maybe there are three entries about changes in voting rights and two entries about how to become a candidate. You could move these into groups and label each one with a clear category title.
2. Review and connect new words
  - Show the current version of the group’s Inquiry Space
  - Ask students to read all the entries and look for new vocabulary words they have learned.
  - After students have each found their list of new words, ask each student to pick one word to share with the group. They have to explain where the word is found on the Inquiry Space and what it means (related to the inquiry topic). You could also ask them to create an action or movement for the word to help the group remember it.
  - For each word, draw lines that connect to other words on the Inquiry Space and create a sentence that shows how the words are related. For example, you might draw a line between the words *registration* and *government* and develop the sentence: “Voters fill out registration forms if they want to be able to vote for the government.”
3. Revisit the overarching inquiry questions
  - Show the current version of the group’s Inquiry Space.
  - Chorally read all the entries as a group to review all the ideas.
  - Then show students the questions from the Day 0 lesson that you used to launch the module.

- Using one question at a time, ask students to work with a partner to find at least two entries on the Inquiry Space that help answer the question.
  - The partners can share their ideas with the group, and then color-code or re-arrange the entries into groups based on the question they help answer.
4. Paraphrase the most important or most interesting ideas
- Show the current version of the group's Inquiry Space and chorally read the entries aloud to review
  - Ask students to pretend they are explaining what they have learned to a friend or relative who hasn't been in the group. They have to pick ONE really important idea and explain it in their own words, in a way that will make sense to their friend or relative (this is a great opportunity for students to explain their new knowledge in a home language). Alternatively, you can ask them to pick the one idea that is most interesting to them that they think will also be interesting to their friend or relative.
  - Students work in partners or individually to come up with two sentences for their friend or relative. If needed, you can give them a sentence starter to get them started.
  - They share with the group and then record their sentences on the Inquiry Space as new entries.