**The Common Core State Standards and the Social Studies:**

**Preparing Young Students for College, Career, and Citizenship**

# Common Core Exemplar for English Language Arts and Social Studies:

## Why We Need Rules and Laws

# GRADE 1

*Developed by*

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**Learning Objective**:
The goal of this exemplar is to demonstrate to teachers how students can build reading, writing, speaking and listening, and language skills to understand the rule-making process and why rules and laws are important for creating order and safe environments in a democratic society.  Reading informational text that defines "rules" and "laws" and describes why they are important will establish a foundation to help young students understand the concepts and principles of our nation's founding documents as well as clarify the rights and responsibilities of citizens and government in a representative democracy.

The use of this close reading exemplar will help students meet the following California History-Social Science Content Standards for Grade One:
    1.1  Students describe the rights and individual responsibilities of citizenship
        1.   Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in their classroom, school, and community.

It is the responsibility of the government to create public policies that achieve the common good while at the same time protect and defend the rights of individuals and clarify the responsibilities of citizenship.  Likewise, citizens in a democracy have a responsibility to abide by the rules and laws established by government and also have the right to have their views heard and addressed by the elected officials who represent them.  Utilizing the English-Language Arts Common Core State Standards with attention to building critical thinking, collaboration, creativity, and communication skills will enable students to grasp and practice these democratic constructs in preparation for effective citizenship in the 21st century.

**Reading Informational Text**
One of the instructional shifts of the Common Core State Standards is to move from getting students *through the text* to helping students *go deeply into text* to seek out information, acquire key concepts, and employ strategies, automatically and invisibly as independent readers.  To accomplish this, it is important to take the time to provide several passes of the text, allowing students to read and reread passages closely and interact with text through a series of questions, discussions, and writing activities.   The close reading technique provides directions for teachers to accomplish this goal.

This exemplar is an adaptation of close reading protocols found at achievethecore.org and by Douglas Fisher, Nancy Frey, and Diane Lapp[i].  It demonstrates techniques for helping students *closely* read and reread passages of their social studies textbook to answer text dependent questions through dialogue, writing, and formal presentations. After engaging in the close reading exercise, students are asked to apply their knowledge in relevant, real-world scenarios by conducting research in their school community about the importance of rules and laws.  Students are asked to create a set of rules for their classroom or school and make a formal presentation to community members.

The increased attention to rigor and comprehension of complex text presents a number of challenges for proficient readers and even more challenges for English Learners, struggling readers, and students with learning disabilities.  For all students to be successful, it is essential to provide adequate support, structures, and scaffolding for students at different levels of proficiency. Accessing and/or building prior knowledge plays an important role in learning, particularly for English learners. Include a number of visuals, references to prior background, and culturally relevant connections to help ELs set the purpose for their reading.

The California Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (CCSS ELA) for each step of instruction are identified in the left hand column using the following codes:

**College and Career Anchor Standards:** CCR

**Reading**
RL-Reading Standards for Literature
RI-Reading Standards for Informational Text
RF-Foundational Skills Standards (Grades K-5)

**Writing**
W-Writing Standards

**Speaking and Listening**
SL-Speaking and Listening Standards

**Language**
L-Language Standards

**Example:**
RI.1.4 = Reading Informational Text, Grade 1, Standard 4
L.1.1 = Language, Grade 1, Standard 1

M. Herczog, 2012. Adapted from achievethecore.org and *Text complexity: raising rigor in reading* by Douglas Fisher, Nancy Frey, and Diane Lapp, Newark, DE: International Reading Association, 2012.

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| STAGE ONE: READING INFORMATIONAL TEXT FROM THE HISTORY-SOCIAL STUDIES TEXTBOOK | |
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| **Steps for Instruction** | **Instructional Guidance for Teachers** |
| **1. Teacher Establishes the Purpose for Students** | Connect students to their knowledge regarding classroom rules.<br>What are they and why do we have them?<br>  1. What is a rule? (Quick overview of classroom rules)<br>  2. Why do we need rules?<br>  A/B partner sharing – We need rules because_____.<br>  3. We also have laws in our community. What is a law? (A/B partner sharing)<br><br>Identify learning objectives for students:<br>• We will understand why communities need laws.<br>• We will identify who makes the laws in our community.<br><br>Note: Accessing and/or building prior knowledge play an important role in learning, particularly for English learners. Resist the temptation to provide a multitude of details of the ideas and concepts defined within the text that may, as a result, diminish the need to gain information directly from the text. However, allowing students to use graphic organizers and other literacy strategies while reading will help support and guide struggling readers. |
| **2. Students Read Text Independently**<br><br>CCSS ELA:<br>RI.1.2<br>RI.1.4<br>RI.1.10<br><br>L.1.4<br>L.1.5 | Introduce text and the reason for reading text.<br>Ask students to read the text independently. Define what it means to read *independently*.<br><br>Remind students that if they come to an unfamiliar word, they should look inside the word or surrounding words in the text for clues to figure out the meaning. English Learners should be encouraged to look at cognates to aid in understanding. As students read, watch closely for signs of difficulty and provide assistance as needed. Encourage all students to interact with the text by circling or underlining words, phrases, or sentences that are unclear to them. Provide a graphic organizer to help them capture key ideas. It is important to allow all students to interact with challenging text on their own as frequently and independently as possible. |
| **3. Students Pair-Share to Dialogue About Text**<br><br>CCSS ELA:<br>SL.1.1 | After the first independent reading exercise, ask students to talk to a partner to share something they learned from the text using a language frames:<br>• I did not know that _____!<br>• Laws help keep a community _____.<br>• One sign that shows a law is _____.<br><br>As students engage in conversation, circle the room to check students' understanding. Are they comprehending the text? Are |

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| L.1.1<br>L.1.6 | there particular vocabulary words, passages, or concepts that are difficult for students to understand?  This information will inform the content of the Think Aloud you will conduct with the entire class. Allow English Learners to use their primary language in their discussions. |
| **4. Teacher Conducts Think Aloud to Model Literacy Strategies**<br><br>CCSS ELA:<br>RI.1.1<br>RI.1.2<br>RI.1.3<br>RI.1.4<br>RI.1.5<br>RI.1.10<br><br>RF.1.3<br>RF.1.4<br><br>L.1.1<br>L.1.2<br>L.1.4<br>L.1.5<br>L.1.6 | The Think Aloud provides an opportunity for teachers to model effective strategies for students to utilize when they encounter challenging text passages on their own. It also provides an opportunity to conduct direct instruction of academic vocabulary words. Explain to students that you will be reading the text aloud to them and explaining your thinking as you come across difficult words and passages.  Invite them to follow along silently with their own copy of the text.  Model reading strategies to unlock the meaning of unknown vocabulary words, challenging syntax, structure, and context.<br><br>Below is an example for you to consider:<br>"People need laws."  That's one of our academic vocabulary words. Laws.  Build on what you know.  "What class rules do you follow?"  And we have been talking a lot about the class rules from our circle map.  We remember what those are. " Did you know that communities have written rules too?"  A community is a group of people that work together like Lake Marie School or in our classroom or in the city of Whittier.  "Laws  A community rule is called a law.  A community needs laws.  Laws help keep a community safe, clean, and fair for everyone.  Signs that show laws."  Our first sign is a stop sign. "All cars must stop."  Then we have children crossing. "Children cross here."  And this sign says, "No parking any time."  That means, "Do not park here."<br><br>I think I'm going to go to the next page.  The title of our next section is, "People help with laws."  "A government" which is one of our vocabulary words, "is a group of people chosen to make laws.  There are community, state, and country governments.  People can work to make and to change laws."  This picture shows "The crossing guard helps walkers and drivers to follow laws." |
| **5. Students Re-Read and Paraphrase the Text Through Dialogue and Writing**<br><br>CCSS ELA:<br>RI.1.1<br>RI.1.2<br>RI.1.3<br>RI.1.4<br>RI.1.5 | This is the second independent activity in which students attempt to understand the text on their own. The aim is not for students to summarize the text, but to paraphrase, by explaining the content in their own words. Allow students time to discuss and paraphrase the text with each other verbally.  This will foster confidence and reinforce skills acquired from the Teacher-led Think Aloud.  It also promotes oral language development of English Learners. The goal is to train students to reread text to acquire knowledge, develop fluency and reinforce their use of text evidence whenever possible.<br><br>Ask students to paraphrase their understanding through focused independent writing.  The aim is not to have them ask questions but do what they can on their own.<br><br>**For Special Education students consider the following strategy from Universal Design of Learning**<br>**Visualize Strategy** http://udleditions.cast.org/INTRO,gettysburg_address.html  (strategy support tab)<br>Have students discuss or describe "visualize" text through storyboard or comic strip<br>Why should I do it? Visualizing brings the text to life. Rather than just using words, you can engage your imagination and all of |

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| RI.1.10<br><br>RF.1.3<br>RF.1.4<br><br>W.1.2<br><br>SL.1.1<br>SL.1.2<br><br>L.1.1<br>L.1.2<br>L.1.4<br>L.1.5<br>L.1.6 | your senses. When you visualize, you gain insight into the experiences of the people you read about; placing yourself in someone else's perspective helps you empathize with his or her emotions. Also, visualizing important moments in the text helps you remember them later.<br><br>How do I do it? Stop at key points while you're reading and create a picture, movie, or sound clip in your mind about what you just read. You could visualize one moment in time, or you could visualize a sequence of events. Sometimes it's helpful to imagine that you're inside the scene described in the text. You might take the perspective of a character in a story or an historical figure in a nonfiction text. You might imagine the same scene from more than one perspective. Whichever perspective you choose, close your eyes and imagine the sights, sounds, smells, tastes, and feelings. The more vivid you make your visualization, the more real it will feel. |
| **6. Teacher Leads Discussion Using Text Dependent Questions**<br><br>CCSS ELA:<br>RI.1.1<br>RI.1.2<br>RI.1.3<br>RI.1.4<br>RI.1.5<br>RI.1.10<br><br>RF.1.3<br>RF.1.4<br><br>SL.1.1<br>SL.1.2<br><br>L.1.1<br>L.1.2<br>L.1.4<br>L.1.5 | Asking students to respond to concise text dependent questions compels students to extract information directly from the text to help them understand important concepts and develop high-level critical thinking and problem solving skills. It also models the need and process of returning to text in order to absorb all it has to offer.<br><br>When creating text dependent questions, keep in mind the goal of guiding students to use text to support answers, deepen comprehension of information, and practice strategic thinking and reasoning to extend and apply learning to real world scenarios. These important skills will serve students well in preparation for college, career, and citizenship in the 21st century.<br><br>**Vocabulary Task**: The Common Core State Standards compels students to discover the meaning of words directly from the text whenever possible. Most of the vocabulary words in this exemplar can be discovered by students carefully reading the surrounding words or context in which they appear. Teacher-led Think Alouds are extremely helpful in modeling the use of contextual clues to encourage students to engage in this practice on a regular basis. Where it is judged this is not possible, *italicized* words are defined briefly for students to the right of the text in a separate column whenever the original text is reproduced. Words that are abstract and/or critical to the understanding of concepts and worthy of lengthy discussion are bolded in the text exemplar.<br><br>**For Special Education students consider the following strategy from Universal Design of Learning**<br>Why UDL? This technique goes beyond a single text definition to increase depth of word knowledge by also supplying visual representations. |

| Text Passage | Vocabulary Assistance | Text-Dependent Questions |
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| L.1.6 | | | |
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| | **Why We Need Rules and Laws** | | 1. What is a law? <br> A community <u>rule</u> is called a law. |
| | ***Build On What You Know*** <br> What class rules do you follow? <br> Did you know that communities have *written* laws? | *To learn new things.* <br><br> *It is written down on paper.* | 2. Why do we need laws? <br> We need laws to help keep a community <u>safe</u>, <u>clean</u> and <u>fair</u> for everyone. |
| | **Laws** <br> A community rule is called a law. A **community** needs laws. Laws help keep a community safe, clean, and **fair** for everyone. | | 3. Describe one sign that shows a law? <br> One sign that shows a law is a stop sign. (children crossing/do not park here sign) |
| | **Signs That Show Laws** <br> All cars *must* stop. | *Something they have to do.* | 4. What is a government? <br> A government is a <u>group</u> <u>of</u> <u>people</u> chosen to make laws. |
| | Children *cross* here. | *Go across the street.* | 5. Who is responsible for making laws? <br> The <u>government</u> is responsible for making laws. |
| | Do not *park* here. | *Leave your car.* | |
| | **People Help With Laws** <br> A **government** is a group of people chosen to make laws. There are community, state and country governments. People can work to make and to change laws. | | |
| | The crossing guard helps *walkers* and | *People who walk.* | |
| | *drivers* to follow the laws. | *People who drive.* | |

**Examples of NON-TEXT DEPENDENT QUESTIONS**

The following questions, though considered non-text dependent, are still important for understanding the context and concept of the text. Use them to build or access prior knowledge to help students understand the significance of the text read.

1. Are there rules in your house that you must follow? What are they? Why are they important?

2. What would happen if there were no rules at home or at school?

3. Who should make the rules at home? At school?

**Examples of TEXT DEPENDENT BUT TRIVIAL QUESTIONS**

1. How many signs are there in the book that show us what laws can do?

2. How many types of governments are there?

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| **7. Students Produce Expository Writing**<br><br>CCSS ELA:<br>W.1.2<br>W.1.5<br><br>L.1.1<br>L.1.2 | It has become increasingly evident that reading and writing are inherently connected. Used together, they generate ideas, are logically organized, and call upon students to think critically to visit and revisit text to make meaning. Done well, they are both active processes that cause students to interact with text to comprehend, remember, and apply learning. It is widely believed that good readers tend to be good writers and good writers tend to be good readers.<br><br>After discussion of the text dependent questions, ask students to write informative/explanatory text utilizing the writing prompts provided below. This activity provides another opportunity for students to revisit text and draw upon classroom discussions to synthesize information and express ideas through writing. Allow students time to revise essays after receiving teacher feedback or participating in further discussions.<br><br>**Directions to Students:**<br>**Using the information and ideas from our discussions and from the text, answer the questions below:**<br>1. What is a law? A community _____ is called a law.<br>2. Why do we need laws? We need laws to help keep a community _____, _____, and _____ for everyone.<br>3. Who is responsible for making laws?<br><br>**Differentiated Instruction**<br>Students, even in primary grade classrooms, represent a broad spectrum of English language and literacy proficiency levels. The example below demonstrates a differentiated approach to writing informative/explanatory text.<br><br>Directions:<br>1. Determine the various proficiency levels of students as proficient, less than proficient, far below basic.<br><br>2. Differentiate writing prompts for different proficiency levels. Post each prompt on the board. |

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3. Distribute color coded cards to students in the designated proficiency levels:
   - Proficient: Blue Card
   - Less than proficient: Red Card
   - Far below basic: Green Card

4. Instruct students to respond to the writing prompt that matches the color of their card. Allow students to illustrate their sentence.

   Laws are important because_____. (Blue Card)

   Laws are important because _____ and _____. (Red Card)

   One example of people who help with laws is: _____

   The _____helps _____to follow the rules. (Green Card)

**For Special Education students consider the following strategy from Universal Design of Learning**
Have students demonstrate understanding in a sketch format to be acted out. Film the writing, direction and acting out of their understanding of the importance of rules and laws. Or, ask students to form a tableau and ask a student to describe how the scene illustrates the importance of rules and laws.

**STAGE TWO: APPLICATION OF KNOWLEDGE IN RELEVANT, REAL-WORLD SCENARIOS**

The following reading, writing, listening and speaking instructional practices can also be utilized to foster the 4Cs (critical thinking and problem solving, communication, collaboration, creativity and innovation) as students apply their knowledge to become actively engaged citizens today.

| Steps for Instruction | Instructional Guidance for Teachers |
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| **Why do we need rules and laws?**<br><br>CCSS ELA:<br>SL.1.1<br>SL.1.2<br>SL.1.3<br><br>L.1.1<br>L.1.6 | **Speaking and Listening Standards**<br>Utilize the Speaking and Listening standards to guide collaborative conversations about the importance of rules and laws and the role and responsibilities of citizens in today's world. Teaching and practicing civil discourse in this way models the importance of deliberate conversations in a democratic society and allows students opportunities to acquire this vital civic skill. Provide opportunities for students to interview peers or adults to gain new perspectives about these ideas.<br><br>**Comprehension and Collaboration**<br>Engage students in a range of collaborative discussions with diverse partners to build on others' ideas and clearly express their own ideas on the following topics:<br>• Why is it important to have rules at school?<br>• Why is it important to have laws in our community?<br>• How would you feel if there were no rules or laws at home? At school? In the community? In the world?<br>• Who is responsible for making good rules in your home? In your school? In your community?<br>• What is the role and responsibility of your school? Of your teacher?<br>• What is the role and responsibility of students?<br>• Are there times when the rights of your school, your teacher, or students are threatened or violated? |
| **Students Interview the Principal**<br><br>CCSS ELA:<br>SL.1.1<br>SL.1.2<br>SL.1.3<br><br>L.1.1<br>L.1.6 | Further students' research about the importance of rules and laws by interviewing the principal or other school official. This activity enables students to strengthen their speaking and listening skills by asking the principal to respond to the following questions:<br>• *Why is it important to have rules at Lake Marie?*<br>• *Why do you think the laws in Whittier are important?*<br><br>Allow students to utilize technology to videotape the interview to use in their final presentation. |
| **Pair-Share** | Invite students to discuss the ideas from the interview with a partner. Provide sentence frames to guide their discussions: |

| CCSS ELA:<br>SL.1.1<br>SL.1.2<br>SL.1.3<br><br>L.1.1<br>L.1.6 | - *I agree with Mr. Long because_____.*<br>- *I disagree with Mr. Long because_____.* |
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| **Create Rules for your School**<br><br>CCSS ELA:<br>SL.1.1<br>SL.1.2<br>SL.1.3<br><br>L.1.1<br>L.1.6<br><br>W.1.6 | Through a teacher-led discussion, ask students to reach consensus to establish a set of rules for their school or classroom. Allow students to use technology to take pictures of signs in the school or community. Help students transfer the pictures onto a computer to use in a formal presentation to demonstrate their knowledge of the importance of rules and laws. |
| **Make a Formal Presentation**<br><br>CCSS ELA:<br>SL.1.4<br>SL.1.5<br>SL.1.6<br><br>W.1.6 | **Presentation of Knowledge and Ideas**<br>Allow students opportunities to present their knowledge about the importance of rules and laws in their community using the videotaped interview of the principal, photos taken of signs in their neighborhood and the school rules created by students. Invite an audience of older students and adults to observe the presentation and ask questions of the students. |
| **Describe in writing why rules and laws are important.**<br><br>CCSS ELA:<br>W.1.1<br>W.1.2 | <u>**Writing Standards**</u><br>**Text Types and Purposes**<br>Provide an opportunity for students to develop informative/explanatory writing skills by responding to the prompt: *Why are laws important?*<br><br>This writing activity can be used as a summative performance-based assessment task to measure student's understanding of the concept as well their writing ability. Analysis of writing samples should be used to inform further instruction. |

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| L.1.1<br>L.1.2 | |
| **Publish Writing**<br><br>CCSS ELA:<br>W.1.5<br>W.1.6 | **Production and Distribution of Writing**<br>• Invite students, with the guidance and support from adults, to review and strengthen their writing.<br>• Compile the writings of all students to publish a classroom book: "Why Rules and Laws are Important."<br>• Publish the book and share with others at the school to get feedback from peers and adults. |

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[i] Fisher, D., Frey, N., Lapp, D., *Text complexity: raising rigor in reading*, Newark, DE: International Reading Association, 2012.