



Grade 3 Sample

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- Lesson Plan
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Doing Your Part

Serving Your
Community



Kelly Rodgers

Doing Your Part

Serving Your
Community



Kelly Rodgers

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These kids are being responsible citizens by listening to the crossing guard.



Our Constitution
The U.S. Constitution is the main set of laws for America. It says how our government works. And it lists our rights. It says "we the people" are in charge of America.

Responsible Citizens

American **citizens** are members of our country. We all have **rights**. These are things that all people should be able to do and to have. We are free. We can think what we want and we can say what we believe. The U.S. Constitution (kon-sti-TOO-shuhn) protects these rights.

Along with rights, we have **responsibilities** (ri-spon-suh-BIL-i-teez). These are our duties, or things we should do. Good citizens are responsible. They support the U.S. Constitution. They follow the rules. They do not break the laws. They respect the rights and beliefs of others. They take part in our government. Responsible citizens work to make their country better.



This girl follows the law by buckling her seat belt.

Community

We live in communities (kuh-MYOO-ni-teez). We go to school and we play sports on teams. We shop in stores and eat in restaurants. We visit libraries and walk through parks. All these places make up a community.

People in communities are not always the same. We may not all wear the same clothes. We may not eat all the same foods. But we all share certain goals. We all want to make our communities better places to live.

Some communities are small. Others are large. But many communities make up our nation. When we help our communities, we are being good citizens.

These people help build homes for people in New Orleans.



store



family

**THESE ARE
PARTS OF A
COMMUNITY.**



park



sports team

Learning How to Do Your Part

There are many ways to learn how to do your part. Our communities have rules to help us learn what to do. There are rules for our homes and rules for our schools. Our country has rules, too. These are called *laws*. Some laws are found in the U.S. Constitution. Others can be found on signs or in books. Laws help us know how to be good members of our community. Following the law is an important part of being a good citizen.

You can also learn from people in your community. You can listen to your parents and talk to your teachers. They will show you ways to be a good citizen and how to help in your community. This book will also help you learn!

Signs in our communities remind us to follow the laws.



This family follows the law by wearing helmets.



This girl follows the rules at school by raising her hand.



Ways to Help

Helping the community is part of being a good citizen. You can help people and keep your community clean. You can treat others fairly. These are all great ways to help!

Volunteer

People have to work hard to make their communities great. Community leaders do some of this work, but **volunteers** play a big part, too. This means that they do the work for free. They do it because they want to be good citizens.

Volunteers do not get money for their work, but they do get something in return. They make new friends and learn how to do new things. They learn to be a part of a team. And they help build better communities. It feels good to help others. By volunteering, you can help make the world a better place.

These people volunteer to build a house.



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Some people volunteer at soup kitchens, where people can eat for free.



Food Banks

A food bank is like a store but its food is free. It is for people in need who do not have money to buy food. Food banks need volunteers. They need people to help sort and box food.



11



SHARE OUR
STRENGTH
NO KID HUNGRY

strength

Donate

Every community has people who need help. They may have lost their jobs. They may not be able to feed their families. They may not have a place to live. Sometimes people get very sick. They may not be able to take care of themselves. These people need help.

Rico Rodriguez
raises money for
Share Our Strength.

Share Our Strength

Share Our Strength is a charity that helps hungry children. There are almost 13 million hungry children in America. Share Our Strength helps get food to children in need.



There are many ways to reach out to those in need. There are local **charities** (CHAR-i-teez). These are groups that help people in need. People can **donate**, or give, to these charities. Some people donate money. The charities can use it to buy food, medicine, and clothing.

Some people donate items, such as clothing or food. Some charities take furniture (FUR-ni-cher), toys, and books. They give these things to people who need them. Donating helps make a community stronger. And it feels good to know that you are helping people in need.

This girl donates canned
food for a food drive.



People can donate food
and supplies to charities.





Red Cross volunteers work to give food and supplies to people after Hurricane Sandy.

Hurricane Sandy

In 2012, a huge hurricane hit the east coast of America. It caused a lot of damage and left many people in need. But many people volunteered! They came together to help rebuild the communities.



A Red Cross worker speaks with a family after a flood in 2012.



Each year, **natural disasters** hit America. These are things such as floods and fires. These disasters can happen quickly. Sometimes there is no warning. They leave lots of people in need. It is important for everyone to help when a disaster strikes.

Sometimes people do not know how to help. They might want to donate food or clothing. But they may not know how to get things to people across the country. **Relief** groups work to get supplies to people who need them. The Red Cross is a relief group. It takes donations. Then, it gives them to people in need. The Red Cross even helps people in other countries.



These kids pick up trash in a river.



These kids sort trash in their community.

Helping Habitats
People are not the only living things that share our public spaces. Many plants and animals live in forests, parks, and the ocean. You can help these plants and animals by keeping their habitats, or homes, clean.

Keep It Clean

Public places are areas that everyone can use. Have you ever built a sand castle on a beach or gone swimming in the ocean? Maybe you have hiked through a forest or had a fun family picnic in a park? These are all public places. Public places are a big part of communities. They are there for everyone to enjoy. It is important to keep these public places clean and safe.

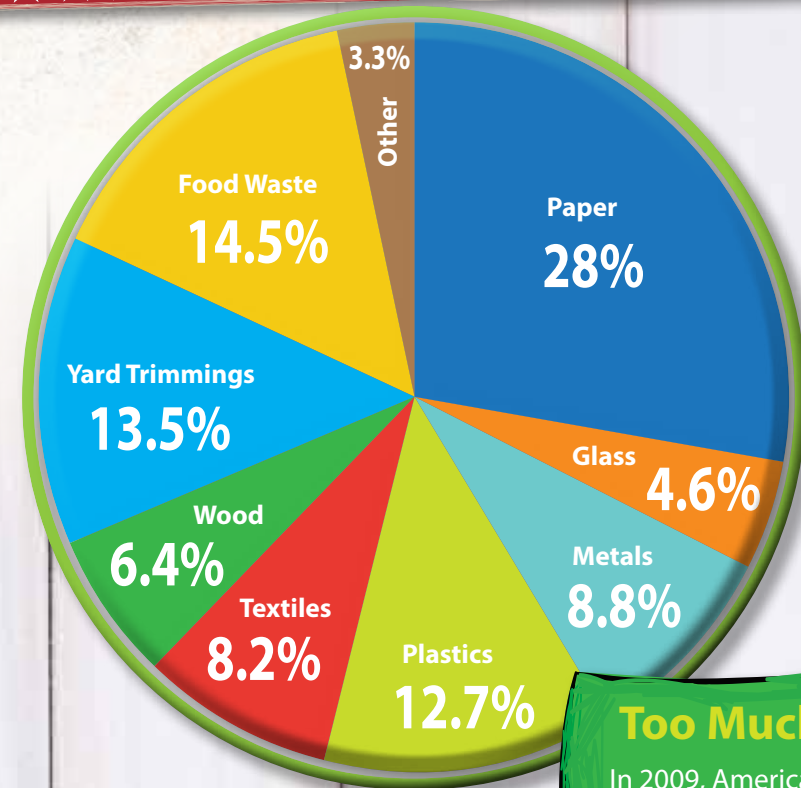
Everyone can pitch in and help keep public spaces clean. Do not throw trash on the ground. If you do, you are breaking the law. Trash must be placed in a trash can. If you see trash on the ground, throw it away! Try to leave places looking better than they did when you got there.



Recycle

People can help their communities by **recycling**. This means taking used items and turning them into something new. There are many items that can be recycled. Glass, cans, and cardboard can be recycled. Even tires can be recycled! They can be used to make new roads.

People can also help by making less trash. There are many ways to do this. One way is to buy reusable water bottles instead of plastic ones. Another way is to use reusable cloth bags at stores. That keeps lots of plastic bags from being thrown away. Small changes like these can make a big difference!



This pie chart shows the percentage of materials in Americans' trash each year.

Too Much Trash!

In 2009, Americans made enough trash to circle Earth 24 times! This is just one reason why it is important to recycle. We do not want to live on a planet that is covered in trash!



Americans generated about 250 million tons of trash in 2011.



There is 14 billion pounds of trash in the ocean.



This man helps an elderly woman get around town.

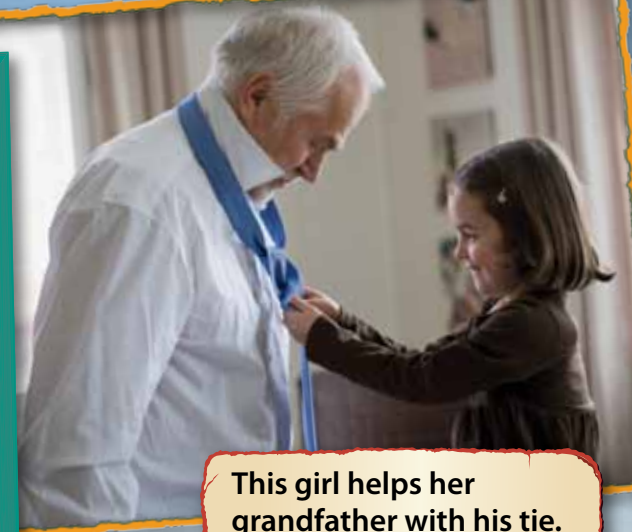
Care for Others

Sometimes, certain people need our help. Some of these people are **elderly** (EL-der-lee). These are people who are our older citizens. As people get older, some things become harder to do. Some elderly people are not able to see as well as they once did. They may have to stop driving. So they need help going to the store or to the doctor.

Some elderly people live far away from their families. Sometimes, they get lonely. You can help by visiting them. They have many fun stories to tell. Elderly people are great teachers. They have learned many things in their lives. And they can teach us about the past.



This girl helps her grandmother cook.



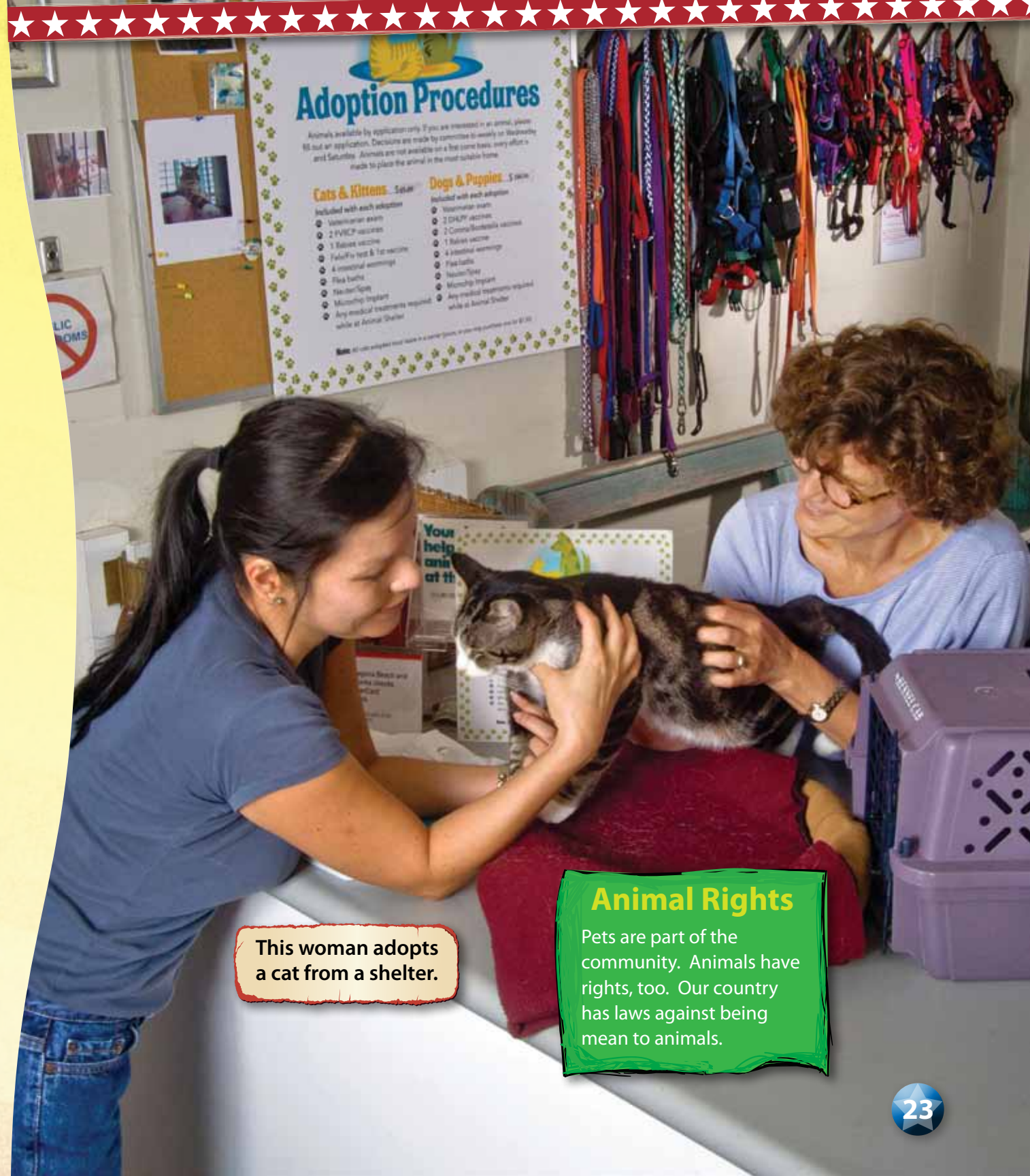
This girl helps her grandfather with his tie.

Some members of communities are not able to help themselves. Animals need protection and care. Good pet owners take care of their pets' needs. But sometimes, animals are not cared for. Pets can get lost, too. Pets are not like wild animals. They do not know how to survive without our care. If pets are lost, people can help return them to their owners. If pets are hurt, people can get them medical help.

Animal **shelters** feed, clean, and play with lost or hurt animals. Your family can donate time and help at the shelters. Or you can **adopt** a pet that does not have a home.



This girl takes good care of her dog.



This woman adopts a cat from a shelter.

Animal Rights

Pets are part of the community. Animals have rights, too. Our country has laws against being mean to animals.

Vote

In America, we get to choose our leaders. We get to be involved in our government. It is our duty to know how our government works. We should know who our leaders are. And we should understand and follow the laws of our country.

Voting is part of being a responsible citizen. When people vote, they choose the leaders for our country. They also decide on the rules and laws for our country. Before people vote, they learn about our leaders and laws. This way, they can make the best choices for America.

These people vote to make a difference.

One day, you will be able to vote. But you can still learn about our leaders today. You can research laws. You can also talk to people about the problems in your community. You can help make a difference!

Vote!

Voting Laws

You have to be an American citizen to vote. You also have to be at least 18 years old.

Building a Better World

We are all part of communities. We belong to families. We live in neighborhoods. We go to schools. We play together. We work together. Our communities make up our country.

As Americans, we enjoy many freedoms. We can be happy and safe. We have the right to speak freely. We can believe what we want. But we also have responsibilities. The best way to protect our freedom is by being good citizens. We can do this by helping our communities.

We need to follow the laws. We need to take care of one another. We need to respect one another. We all have to do our part. This keeps our communities strong. If we work together, we can build a better world for everyone.



Try It!

There are many different things you can do to improve your community. You can help a neighbor. You can clean up a park. You can volunteer at an animal shelter. Find something that interests you. Find a way to make a difference. Then get out there and do it!

These kids donate their old clothes.



This family cares for one another.

These boys clean up their community.



Glossary

adopt—to legally take as one’s own

charities—organizations that help people in need

citizens—people who legally belong to a country

donate—to give something to help a person or an organization

elderly—older, past middle age

natural disasters—sudden and terrible events in nature

public—able to be used by anyone

recycling—making something new from something that has been used before

relief—things such as money, food, or medicine that are given to help people in need

responsibilities—tasks or duties that are required

rights—things a person should be allowed to have or to do

shelters—places that provide food and protection for people or animals that need help

volunteers—people who work without getting paid

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Your Turn!



Be a Role Model

Being a good citizen means helping your community. How are you a good citizen? Make a list of all the ways you help your community. Then, share your list with others. Be a good role model. This will inspire other people to do the same.

Doing Your Part

Serving Your Community

In a community, people help one another. There are many ways to help someone in need. You can volunteer your time, donate things, and recycle. It feels good to help other people!



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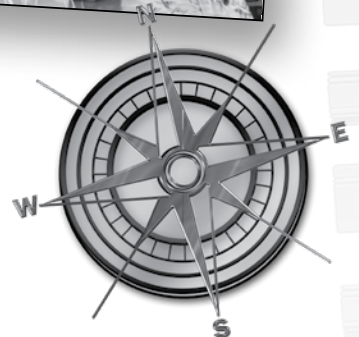
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Doing Your Part: Serving Your Community

Essential Question

How can we help to make our community a better place to live?

Standards

- **Content:** Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life. (HSS 3.4.2)
- **Reading:** Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2)
- **Writing:** Write opinion pieces on topics or texts, supporting a point of view with reasons. (W.3.1)
- **English Language Development:** Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area. (ELD.I.B.7)



Materials

- *Shelter* primary source
- *Doing Your Part: Serving Your Community* books
- copies of student reproducibles (pages 8–15)
- coloring supplies

Lesson Timeline

Day 1	Day 2	Day 3	Day 4	Day 5
Primary Source Activity (page 3)	Before Reading (page 4)	During Reading (page 5)	After Reading (page 6)	End-of-Lesson Activities (page 7)
Summary Students explain how they would help others during a natural disaster.	Summary Students predict the main idea of each chapter.	Summary Students determine the main idea of each page spread and write opinion paragraphs about their ideas for new laws.	Summary Students identify the main idea and details from one chapter of the book.	Summary Students create disaster plans, brainstorm new ways to help the community, list ways they may already be helping, and/or take the assessments.

Doing Your Part: Serving Your Community (cont.)

Primary Source Activity

Historical Background

Clara Barton started the American Red Cross in Washington, DC, on May 21, 1881. Barton tended to soldiers on the battlefield during the Civil War. While visiting Europe after the war, she learned about the Swiss Red Cross. When Barton got back to the United States, she founded the American Red Cross and led it for the next 23 years. The organization has five goals: disaster relief, support for military families, blood collection and distribution, health and safety education and training, and international relief and development.



About the Primary Source

In August 2017, Hurricane Harvey formed in the Gulf of Mexico after originating from a tropical wave off the west coast of Africa. It hit the United States shortly after. Eighty-eight people were killed by the hurricane, and it caused over \$150 billion in damage. This photo shows a shelter set up in the NRG Center of Houston. Trained staff from the United Way and Red Cross, as well as volunteers from surrounding areas, helped to provide food and water to those displaced by the hurricane.

Procedure

1. Distribute the primary source *Shelter* (page 12).
2. Ask students to carefully observe the primary source. Use these questions to guide a discussion with students:
 - What are the people in the photograph doing? What clues are in the photograph?
 - Why is this kind of work important?
 - How are they being good citizens?
3. Review the historical background information with students.
4. Distribute copies of *Disaster Plan* (page 8) to students.
 - Allow time for them to complete the first three questions of the activity independently.
 - Once students have answered the questions, collect the sheets for an activity on Day 5.

Doing Your Part: Serving Your Community (cont.)

English Language Development Support

Use these strategies throughout the lesson.

Emerging	Expanding	Bridging
Provide students with language frames to describe how well the author uses language to support the main idea of the book. For example, <i>The word _____ supports the main idea because _____.</i>	Have students discuss with partners about how well the author uses language to support the main idea of the book.	Have students discuss with the group about how well the author uses language to support the main idea of the book, along with connections between the details and the purpose of the book.

Before Reading Procedure

1. Ask students to think about times when they helped the community. Suggest common ways children help, such as donating food or volunteering in school.
2. Have students share ways they have helped the community by playing Wagon Wheel. Have half the group make a small inner circle facing out (backs to the middle) and the other half make a large outer circle facing the inner circle. Have students in the inner circle partner with students in the outer circle.
3. Allow 30 seconds for students to share their experiences with one another. Then call out, "Inner circle move three steps to the left." Once students have new partners, have them share again.
4. Distribute *Community Words Rating Scale* (page 9) to students. Read the directions and each vocabulary word aloud. Instruct students to only complete the second column.
5. Ask students who marked words with stars (meaning they know the definition) to share what the vocabulary words mean.
 - Have students give a definition, an example, and use each word in a sentence. As you discuss the vocabulary, have students complete the third column of the activity sheet.
6. Place students into groups of three to four for a prewriting activity. Each group will need a sheet of paper. Show students the cover and title of the *Doing Your Part: Serving Your Community* book.
 - Read the title of each chapter aloud. Have students predict the main idea of each chapter, and ask each to write a sentence about their prediction.
 - Read the chapter titles slowly, giving groups a minute or two to work between each one.

Vocabulary Words

- charities
- citizens
- donate
- natural disasters
- recycling
- ★ responsibilities
- shelters
- ★ volunteers

Doing Your Part: Serving Your Community (cont.)

During Reading Procedure

1. Distribute the *Doing Your Part: Serving Your Community* books and a sheet of paper to each student. For the first reading, have students read the book as a group.
2. Explain to students they will read the text and write the main idea of each two-page spread on the paper. Remind students they should not simply copy sentences from the pages but instead read the pages and summarize the main idea in their own words.
3. Do the first few page spreads together. Read aloud or call on students to read. Discuss possibilities for the main idea and have students write on their papers. For example, for pages 4–5 you might write, “*Americans have rights, but also responsibilities.*” For pages 6–7 you might write, “*Everyone lives in a community, but they are all different.*”
 - After a few page spreads, have students write the main ideas independently.
4. For the second reading, assign students partners. Instruct pairs to alternate reading page spreads aloud. After each spread, have students share what they wrote.
5. Briefly discuss laws and rules that pertain to children. Explain that some laws are for their safety (wearing bike helmets), some for good citizenship (not littering), and others for fairness (doing your own work).
6. Ask students to pretend that the community wants to pass a law stating that elementary students must volunteer one hour per week. Lead a group discussion about this law. Write a pros and cons list on chart paper or the board for students to reference.
7. Distribute copies of *A New Law?* (page 10) to students. Allow time for students to work on the activity independently.
 - Have **below-level learners** work in small groups. Write a topic sentence and a conclusion sentence together.

Talk About It!

Talk with students about why it is important to make wherever they are a better place to be for themselves and others. Ask them how they do this at both home and school. What things do they do to make their environments better?

Doing Your Part: Serving Your Community (cont.)

After Reading Procedure

1. Create stations around the room with chart paper and markers at each. Write a vocabulary word at the top of each sheet of chart paper. Place students into small groups. Have groups rotate among the stations.
 - At the stations, have students write synonyms, write definitions, and draw pictures to show the meanings of the words.
 - Have groups rotate every three minutes. Challenge groups to add new ideas during each rotation.
 - After students have rotated through all the stations, discuss the finished posters as a group.
2. Distribute the *Doing Your Part: Serving Your Community* books to students. Briefly review the book, asking students to retell the main ideas from each page spread. Skip the chapter called “Ways to Help” during the retelling.
3. Distribute *Main Idea Web* (page 11) to students. Have them use the chapter called “Ways to Help” to complete the activity sheet.
4. Have students share their answers with the group. Call attention to the fact that although everyone does not have the same words, they should all have similar main ideas.
5. As you prepare for Day 5, use the primary source from Day 1, in conjunction with the reading, to discuss students’ responses to the essential question.

Name: _____ Date: _____

Main Idea Web

Directions: List details from the “Ways to Help” chapter in the outside ovals. Then, write the main idea in the center oval.

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Doing Your Part: Serving Your Community (cont.)

Primary Source Activity Revisit

1. Display the primary source *Shelter* from Day 1. Remind students that one of the goals of the Red Cross is to provide disaster relief.
2. Redistribute the *Disaster Plan* activity sheets from Day 1, along with sheets of drawing paper. Have students complete the final activity.
 - Challenge **above-level learners** to create posters to educate people about what to do during a natural disaster.

Assessment

1. A short post-assessment, *Doing Your Part: Serving Your Community Quiz*, is provided on page 13 to assess student learning from the book.
2. A document-based assessment is provided on page 14. This can be used to assess students' abilities to analyze a primary source, or it can be used as another opportunity for primary source analysis instruction.
3. An oral reading record is provided on page 15 to measure student progress with fluency and prosody. The oral reading record is designed in a standard format. To use the record, refer to the marking conventions at the top of the chart, which include standard coding symbols.

Activities from the Book

The book contains enrichment activities. Review each activity, and decide which would be beneficial for students to complete.

- **Try It! Activity**—Read aloud the prompt from page 28 of the book. As a class, brainstorm different things students could do to improve their communities. Encourage them to try one.
- **Your Turn! Activity**—Read aloud the activity from page 32 of the book. Ask students to make a list of ways they help their community. Allow time for students to share their ideas. You may wish to post a list of ideas outside for other students to see.

Name: _____ Date: _____

Disaster Plan

Directions: Answer the questions. Then, use your answers to create a disaster plan. In your guide, include text and illustrations that describe possible natural disasters, needed supplies, and evacuation maps.

1. What kind of natural disasters occur in your area?

2. What would people need if one of these disasters happened?

3. How could you help others during this time?

4. On a separate sheet of paper, create a disaster plan. Explain how you would help out if a disaster happened. In your plan, include what supplies people would need in case of an emergency.

Name: _____ Date: _____

Community Words Rating Scale

Directions: Read each word in the first column. If you do not know what the word means, put an X in the second column. If you have heard of it but are not sure what it means, put a check mark. If you know what the word means, draw a star. As you review the words with your teacher, write a short definition or draw a picture for each word.

Word	Do I know it?	Definition/Picture
charities		
citizens		
donate		
natural disasters		
recycling		
responsibilities		
shelters		
volunteers		

A New Law?

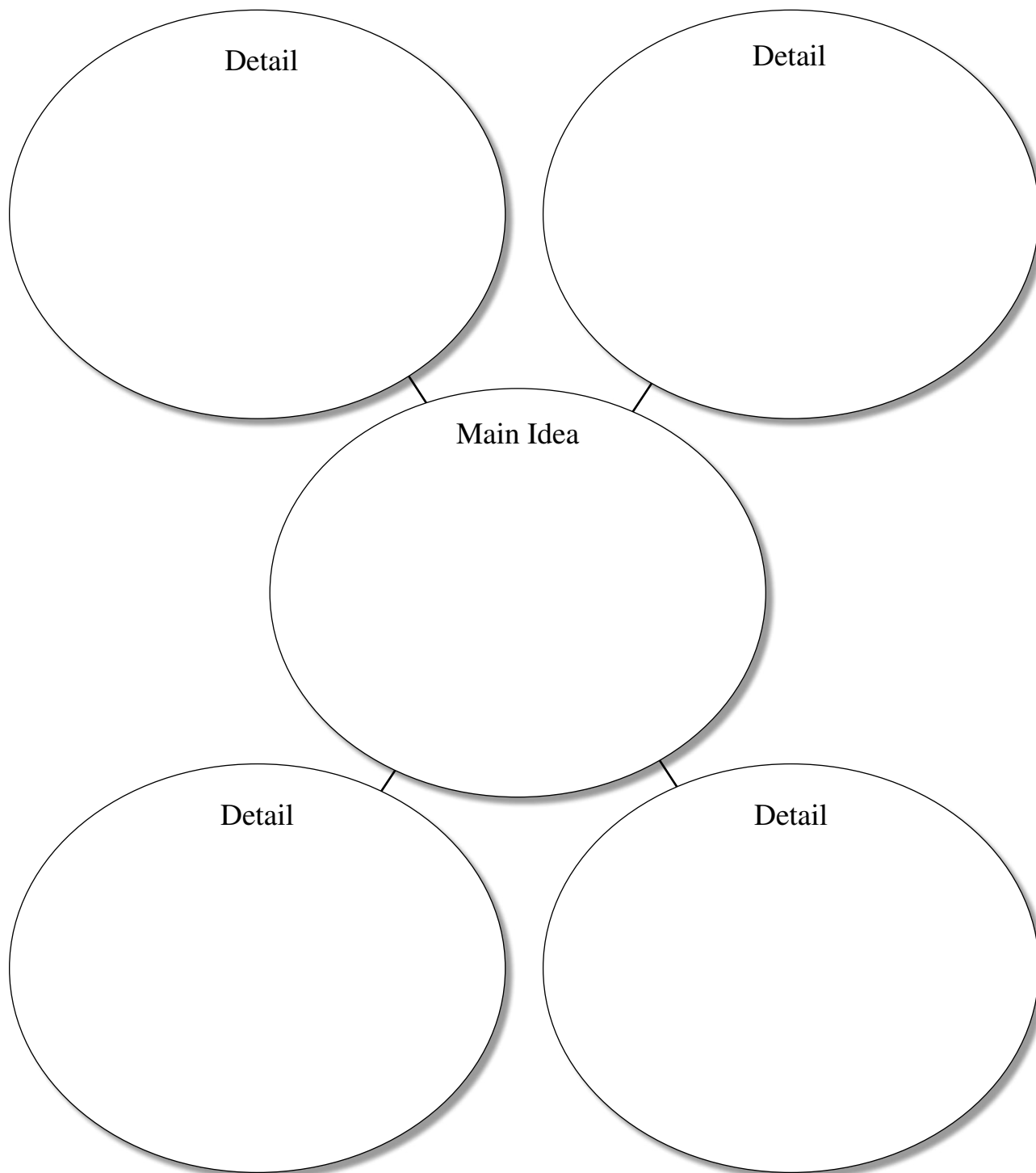
Directions: Imagine your community wants to pass a law that requires all elementary students to volunteer for one hour per week. Write a paragraph explaining why you do or do not agree with this new law. Your paragraph should have a topic sentence that states your opinion, three reasons that support your opinion, and a conclusion sentence.

[illegible]

Name: _____ Date: _____

Main Idea Web

Directions: List details from the “Ways to Help” chapter in the outside ovals. Then, write the main idea in the center oval.



Shelter



Name: _____ Date: _____

Doing Your Part: Serving Your Community Quiz

Directions: Read each question. Choose the best answer. Fill in the bubble.

- | | |
|--|--|
| <p>1. Which of these is part of a community?</p> <p><input type="radio"/> (A) families</p> <p><input type="radio"/> (B) sports teams</p> <p><input type="radio"/> (C) parks</p> <p><input type="radio"/> (D) all of the above</p> | <p>4. Which key detail supports the main idea that there are many ways to serve the community?</p> <p><input type="radio"/> (A) You can donate food to charities.</p> <p><input type="radio"/> (B) It is fun to serve your community.</p> <p><input type="radio"/> (C) Following the rules keeps you safe.</p> <p><input type="radio"/> (D) Americans have many freedoms.</p> |
| <p>2. Which of these is NOT a public place?</p> <p><input type="radio"/> (A) a park</p> <p><input type="radio"/> (B) a beach</p> <p><input type="radio"/> (C) a forest</p> <p><input type="radio"/> (D) a home</p> | <p>5. How old do you need to be to vote?</p> <p><input type="radio"/> (A) 16</p> <p><input type="radio"/> (B) 18</p> <p><input type="radio"/> (C) 21</p> <p><input type="radio"/> (D) 25</p> |
| <p>3. What do relief groups do?</p> <p><input type="radio"/> (A) get supplies to people who need them</p> <p><input type="radio"/> (B) pick up litter at parks</p> <p><input type="radio"/> (C) make new laws</p> <p><input type="radio"/> (D) adopt homeless animals</p> | <p>6. What are people who work without getting paid called?</p> <p><input type="radio"/> (A) shelters</p> <p><input type="radio"/> (B) elderly</p> <p><input type="radio"/> (C) volunteers</p> <p><input type="radio"/> (D) citizens</p> |

Name: _____ Date: _____

A Job to Do

Directions: Answer the questions about the photo.



1. What is this girl doing? How can you tell?

2. Why do you think she is smiling?

3. What do the arrows on the bin stand for?

Name: _____ Date: _____

Doing Your Part: Serving Your Community

Oral Reading Record

Total Word Count	Codes				
103	E = errors	SC = self-corrections	M = meaning	S = structure	V = visual

Word Count	Text begins on page 4	E	SC	Cues Used	
				E	SC
7	American citizens are members of our country.			M S V	M S V
16	We all have rights. These are things that all			M S V	M S V
27	people should be able to do and to have. We are			M S V	M S V
38	free. We can think what we want and we can say			M S V	M S V
45	what we believe. The U.S. Constitution protects			M S V	M S V
47	these rights.			M S V	M S V
53	Along with rights, we have responsibilities.			M S V	M S V
62	These are our duties, or things we should do.			M S V	M S V
69	Good citizens are responsible. They support the			M S V	M S V
76	U.S. Constitution. They follow the rules. They			M S V	M S V
85	do not break the laws. They respect the rights			M S V	M S V
94	and beliefs of others. They take part in our			M S V	M S V
100	government. Responsible citizens work to make			M S V	M S V
103	their country better.			M S V	M S V

Error Rate: Self-Correction Rate: Accuracy Percentage: Time:

Answer Key

Disaster Plan (page 8)

1. Answers will vary, depending on your area.
2. Answers may include water, food, blankets, and flashlights.
3. Answers may include volunteering or donating food and supplies.
4. Disaster plans should include ways they can help.

Community Words Rating Scale (page 9)

Definitions and pictures should accurately represent the words.

A New Law? (page 10)

Answers should include topic sentences, three details explaining or defending the opinions, and concluding sentences.

Main Idea Web (page 11)

Example details are: *volunteer, donate, keep public places clean, recycle, help others, or vote*. Main ideas should include ideas about helping others.

Doing Your Part: Serving Your Community Quiz (page 13)

- | | | |
|------|------|------|
| 1. D | 2. D | 3. A |
| 4. A | 5. B | 6. C |

A Job to Do (page 14)

1. An example answer is: *The girl is recycling plastic bottles because there are bottles in the bin, and it has recycling arrows on it.*
2. An example answer is: *She is proud to help her community.*
3. The arrows stand for reduce, reuse, and recycle.

