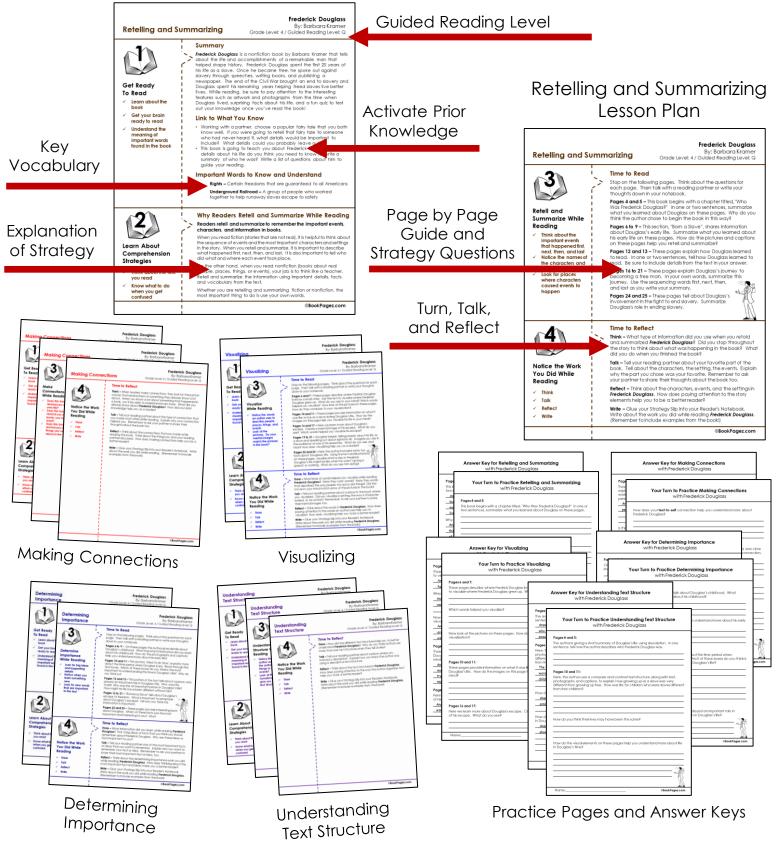
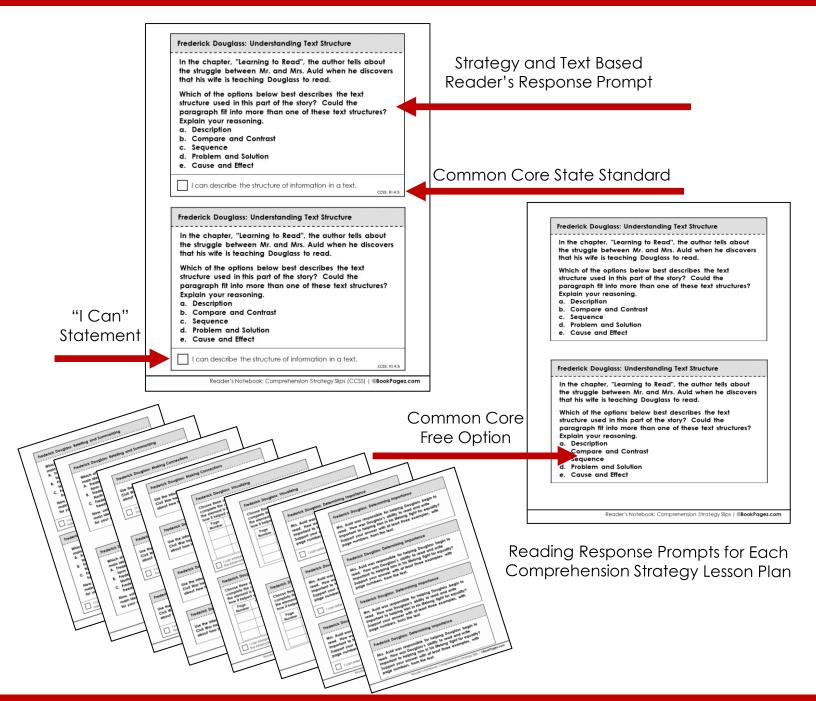
# Here's What You'll Get in the Frederick Douglass Super Pack

## 5 Comprehension Strategy Lesson Plans and Practice Pages

#### Retelling and Summarizing Lesson Plan



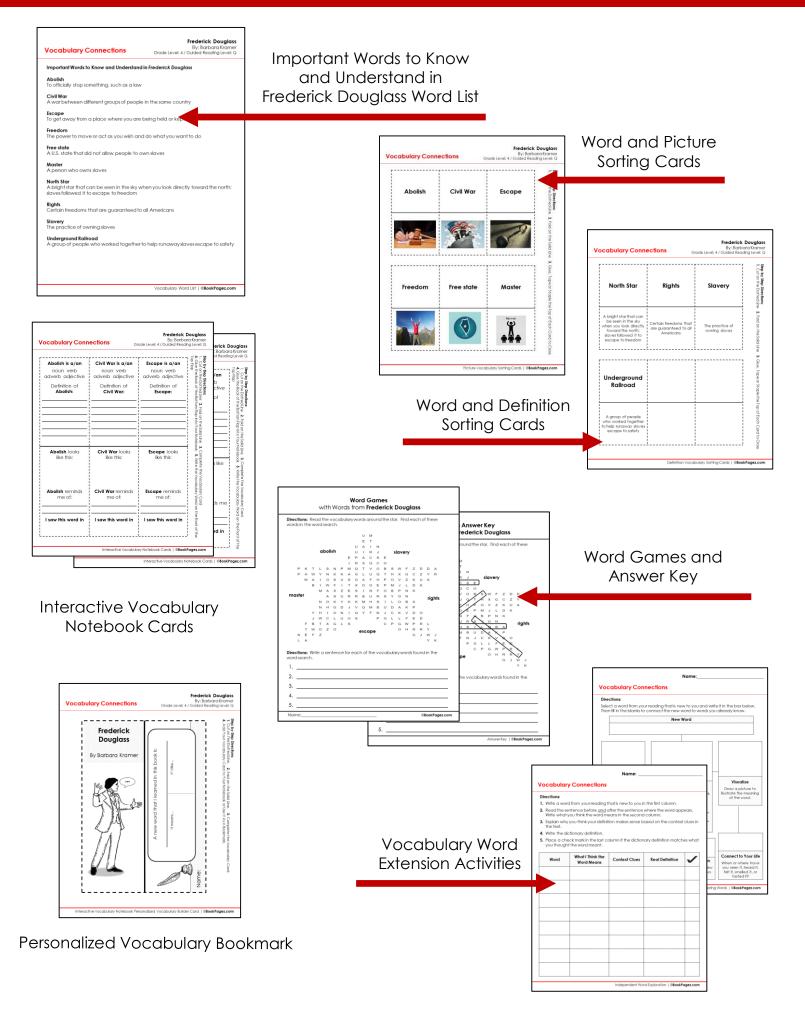
## Writing About Reading with Optional CCSS Alignment



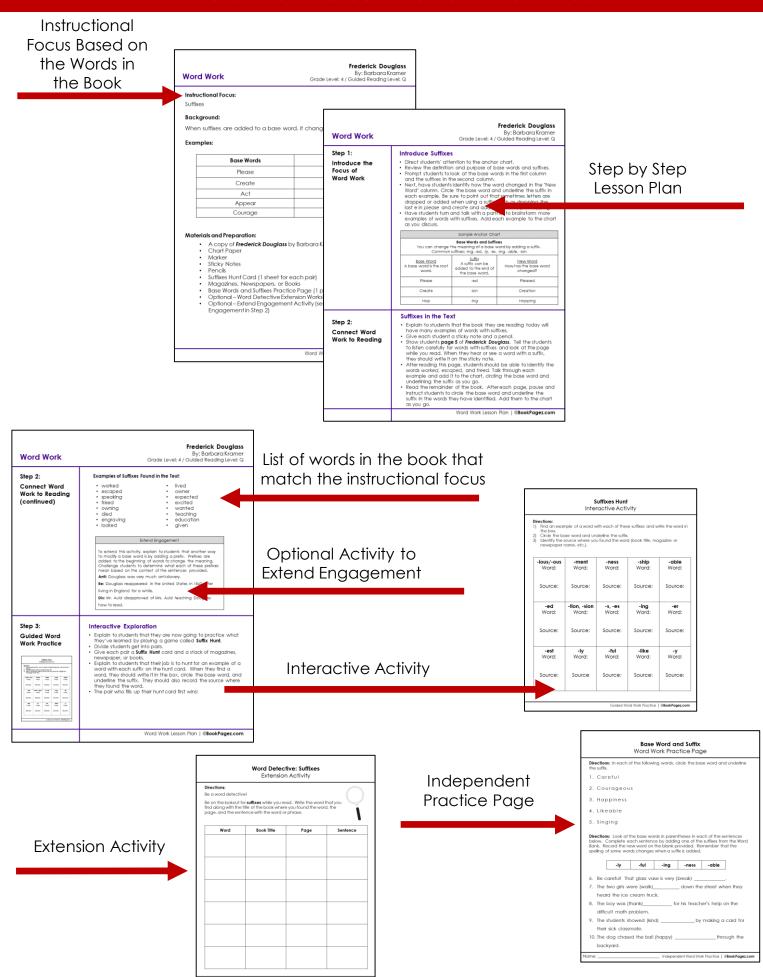
# 5 Comprehension Strategy (with Nonfiction) Graphic Organizers

What is the topic of your book?	Title: Circle the features of monfiction text that were used in your book.	Title: Ust the features of nonfiction text that can be found in your book.	Determining Importance Title: What is the topic of your book?	Title: Tell how how the text features in your book helped you understand text structures by completing the charts below.
In Retelling and Summarizing Title: What is this back about?	Making Connections Title:	Visualizing Title:	Determining Importance Title:	Understanding Text Structure
C Is it fiction or nonfiction?	Think about the book. What does the book remind you of?	What page did you use to practice visualizing?	Think about the book. Write all of the important information in the thought bubble below.	Text Where the Text How the Text Structure Structure was Structure Helped
Draw a picture or wille a sentence for each box below:	What type of connection did you make?	Draw a picture of your mental image in the space below:		Page:
Fish Next Then	Draw a picture of your connection in the bax			Page:
After that Then Lost	below.		Now determine 3 BIG ideas, events, words, or facts find are important to you. Draw a picture to Illustrate the most important parts of your book.	Page:
Auren mun		Write down some of the words that the author used to help you make this picture in your mind.	#1	Page:
What is the most important thing you read in this book?			F3	Poge:
		Show your picture to someone. Make sure that you drew all of the words that helped you visualize.	0	Under Compare number for might beit ministrations for dange Compare and housemand Compare and housemand Control Solution
Direction: 1. Answer aroth of the questions. 2. Carefuly out on the dathed alwa. 3. Caus, topic on stagle init you ar Maadar's Notebook. Congusturianian Strategy Organic Organizar ( Steast Tops.com	Directions 1. Answer reach of the questions. 2. Carefully out on the dated line. 3. Clue. tope, or staple lint ovour Reader's Notebook. Comprehension that tops directic Organism ( Steepfogst.com	Bine choice     Advance execution the categories.     Accentary out on the dathed free.     Contrady out on the dathed free.     Grave the out of the dathed free.     Grave the out of the dathed free of the dathed free out o	Directions: 1. Answer each of the questions. 2. Corefuly con the dotted time. 3. Given tops, orsitiple into your Reader's Notebook.	Directions     1. Answer such of the questions.     2. Corefully out on the dated line.     3. Give. Tape, or staple into yourReader's Notebook.
		Comprehension analegy ongoins organizer ( newserages.com	Comprehension Strategy Graphic Organizer   @BookFages.com	Comprehension Strategy Graphic Organizer   884
Retelling and	Making Connections	Visualizing	Determining	Understanding Text Structure
Summarizing		V ISOCIIZII IG	Importance	Understanding

#### **Vocabulary Connections Resources**



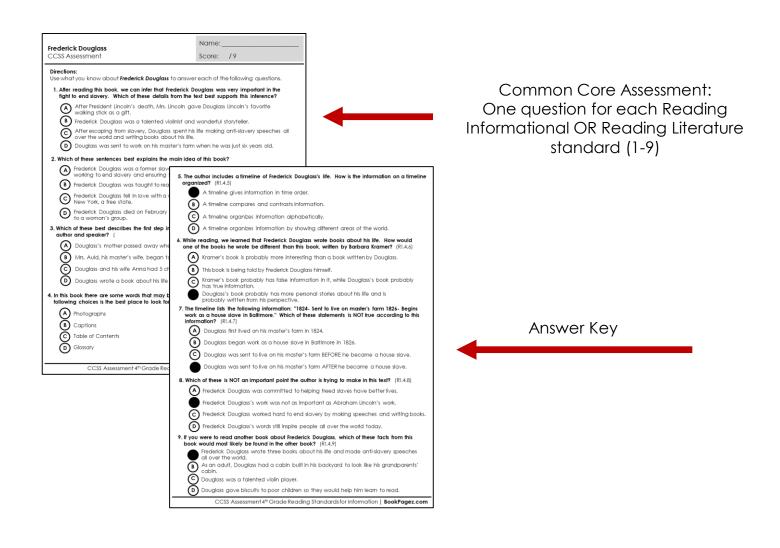
#### Word Work Lesson Plan and Activities



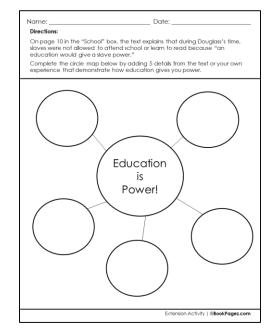
#### Assessments

	Title: Frederick Douglass	Guided Reading Text Level: 0	s w	ord Co	ount: 100	)		
	ie:		Date:					
		correct/100 words) rds/100 words)						
		ords self-corrected/100 wor	ds)					
lime	: (in seconds)	Words Per Minute: (100/se	econds rea	ad x é	50)			
95	Easy % - 100 % Accuracy	Instructional 90 % - 94 % Accuracy	50 % -	Hard 0 % - 89 % Accuracy				
		Correction <b>M</b> = Meaning /Syntax <b>V</b> = Visual	c	тиис	INFORM			
age			E	sc	E MSV	SC MS		
4	Who Was							
"								
	Frederick							
	Douglass?							
5	Frederick Douglass was be	om a						
	slave. He worked hard fo	r his master						
	for no money. His master	told						
	Douglass where to live, w	nat to eat,						
	and what to do.							
	After 20 years as a slave, i	Douglass						
	escaped. He began spec	aking out						
	against slavery. He didn'	stop until						





#### **Extension Activity**

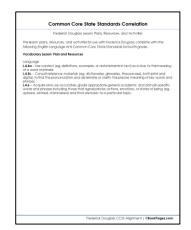


Bonus Extension Activity

# **Complete Common Core Alignment**

Common Core State Standards Correlation		Common Core State Standards Correlation		Common Core State Standards Correlation
		Frederick Douglass Lesson Plans, Resources, and Activities		Frederick Douglass Lesson Plans, Resources, and Activities
Frederick Douglass Lesson Plans, Resources, and Activities	mmon Core State Standards Correlation	The lesson plans, resources, and activities for use with Frederick Doualass correlate with the	Common Core State Standards Correlation	The lesson plans, resources, and activities for use with Precienck Douplass correlate with the
The lesson plans, resources, and activities for use with Frederick Douglass correlate with the following English Language Arts Common Care State Standards for fourth grade.	ederick Douglass Lesson Plans, Resources, and Activities	following English Language Arts Common Care State Standards for fourth grade.	Frederick Douglass Lesson Plans, Resources, and Activities	following English Language Arts Common Core State Standards forfourth grade.
	urces, and activities for use with Frederick Douglass correlate with th	Visualizing Lesson Plan and Resources	<ul> <li>plans, resources, and activities for use with Frederick Douglass correlate with English Language Arts Common Care State Standards for fourth grade.</li> </ul>	Understanding Text Structure Lesson Plan and Resources
Reading: Informational Text	guage Arts Common Care State Standards for fourth grade.	Readang: Informational text <b>8.4.1</b> - Refer to details and examples in a fext when explaining what the text says explicitly and when drawing inferences from the text.	ing Importance Lesson Plan and Resources	Reading: Informational Text <b>BLA1</b> — Refer to details and examples in a text when explaining what the text says explicitly and when drawnin inferences from the text.
Amount of the function of the second	I reach The and Leavers Table 1 Table 1 Tabl	<ul> <li>We standby/blance is form Net!</li> <li>We standby/blance is form Net!</li> <li>We standby/blance is form Net is form</li></ul>	Advancement feel with gradinal access services in to the histone exploring which the test scale explore wing definition of the test design in the test scale explore the provide the services of the scale explore the test is scale to the test is the test is the provide the test of the scale explore the test is the test is the test of the test of the test of the test of the test is the test of te	<ul> <li>An oncode strength and a strength on contract consolution.</li> <li>An oncode strength and a strength on contract contract contract and a strength on contract contrac</li></ul>
		Frederick Douglass CCSS Alignment   ShookPagez.com	whined, stammered) and that are basic to a particular topic.	Frederick Douglass CCSS Alignment   @Book/Pager.com
Frederick Douglass CCSS Alignment   @BookPagez.com	L			receick Dociptass CC35 Alignment   @Bookragez.com
	Frederick Douglass CCSS Alignment   @BookPage	82.Com	Frederick Douglass CCS3 Alignment   BlookP	agez.com

#### Comprehension Strategy Lesson Plan and Resource Common Core Alignment



Vocabulary Connections Common Core Alignment



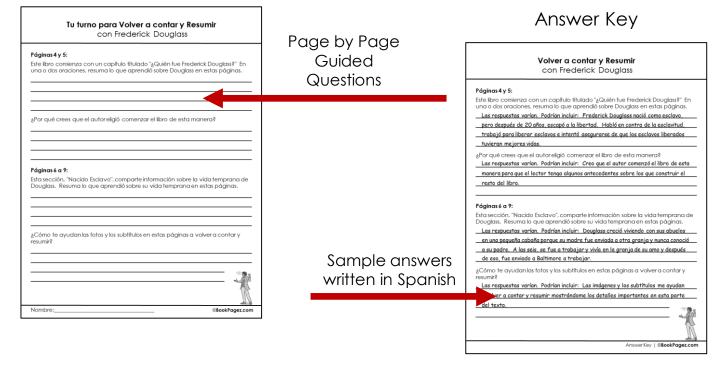
Word Work Common Core Alignment

# Student Facing Resources in Spanish for Frederick Douglass Super Pack

### **5** Comprehension Strategy Practice Pages

#### Retelling and Summarizing

Practice Page

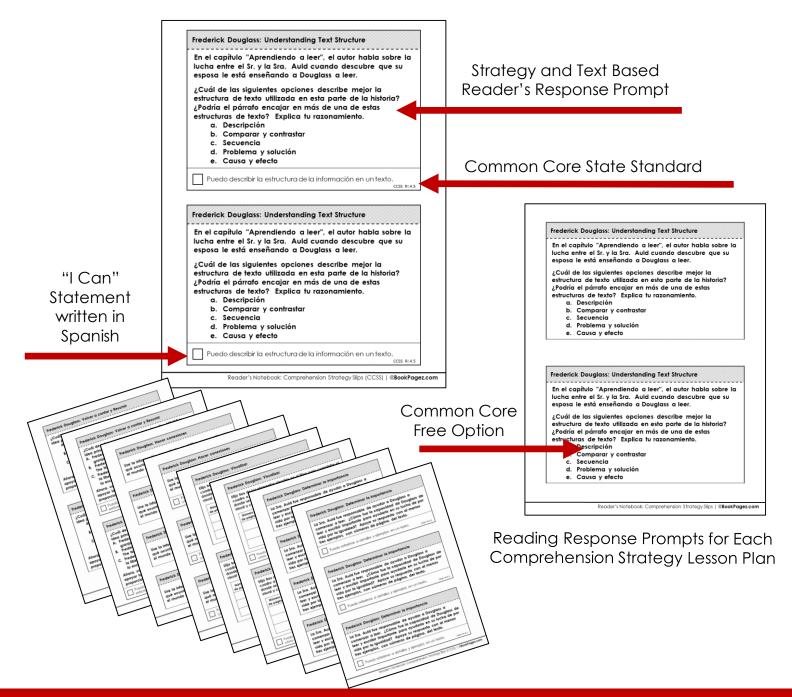


	Hacer conexia con Frederick D							Entender la estructura del texto con Frederick Douglass							
Páginas 4 y Estas página texto explica trabajó dura ¿Nombra a		<b>ara Hacer</b> rederick D	conexiones ouglass			Página El autor una oro Las re	r da u ación	<b>Tu turno para Entender la estruc</b> con Frederick Dougl		to		_			
Las respue historia qu	Páginas 4 y 5: Estas páginas ofrecen una visió texto explica que Douglass pas trabajó duro para terminar con «Nombra a otra persona que h		con Fre	<b>Visualizar</b> ederick Do	uglass	<u>garan</u> <u>garan</u> Página Aquí, el	i <b>s 10 y</b> I auto	Páginas 4 y 5: El autor da un breve resumen de la vida de Douglas s una oración, cuenta cómo el autor describe quién err			erminar la importancia n Frederick Douglass				
gEs esta cor Las respue dos hombr	Sidomora a orra persona que n	Páginas 6 y Estas págin pequeño. en tu mento Las respu	7.		o para Visualizar ederick Douglass	con tex muy dif que erc La vid difere	teren an es la de entes	Páginas 10 y 11: Aquí, el quitor utiliza una estructura de texto de compo	Páginas 6 a En estas pág información <u>Me enteré</u>		Tu turno para Determinar la importancia con Frederick Douglass	1			
Páginas 10 y El cuadro de grupo de pe seguro, Haz	¿Es esta conexión significativa (	tierras de gQué palai Las respu visualizar	Páginas 6 y 7: Estas páginas desci pequeño. Usa el te en tumente?	riben dónde viv exto para visuali	ió Frederick Douglass cuando era un niñc zar dónde creció Frederick Douglass. ¿G	libres u Las re	cree	Aqui, el duror unza una estructura de rexio de comp con texto. Totografías y levendas, para explicar cómo muy diferente de crecer libremente, "En qué se difer que eran esclavos de los niños libres?	<u>trabajar a</u> <u>los 8 años y</u> ¿Cómo te a primeros año Las fotogn		<b>P:</b> inas, el autor da detalles sobre la infancia de Douglass, <sub>i</sub> importante aprendiste sobre su infancia?	şQué			
sobre el fem Las respue en otro libi	Páginas 10 y 11: El cuadro de tífulo "Eventos" exp grupo de personas que trabaja	Ahora mira visualizació Las respu mismas er cabina.	¿Qué palabras te c	ayudaron a visu	alzar?	<u>que ar</u> المحافظة Vida en	te a nla éj	¿Cómo crees que sus vidas pueden haber sido las mis	<u>donde vivía</u> Páginas 10 y Esta sección	¿Cómo te a primeros año	yudan las fotografías y los subtitulos a comprender más so s de vida?	obre sus			
¿Qué inform Las respue ayudó a los Estrella de	seguro, Haz una conexión <b>texti</b> sobre el ferrocarril subterráneo.	Páginas 10 Estas págin durante la r visualizar su	Ahora mira las imág visualización?	genes en estas p	oáginas. ¿Cómo se comparan con tu	Las resp mostrar		mostrar e	_	aCómo te ayudan los elementos visuales en estas pág vida en la época de Doualass 9	que vivió Do más importo Las respue importante	Páginas 10 y	10 y 11:		
	¿Qué información ya sabes sob	Las respu visualizar lugares. I haber sid			ación sobre cómo fue vivir como esclavo no te avudanlas imágenes de esta pág				¿Por qué pie Las respue esclavos, c período de	que vivió Do	. titulada "En su tiempo", explica más sobre el período de uglass. Lee los cuadros de texto, ¿Cuál de estas cajas ci nte para entender esta vez en la vida de Douglass?				
-	Nombre:	Páginas 16 Aquí apren fuga. ¿Qui Las respu	visualizarsu vida er		no re ayuudinus iniugenes de esia pug		_	Nombre:	Páginas 12 y Esta parte d vida de Dou La Sra. Au	§Por qué pie	nsas eso?				
	aking	nujer.en	Páginas 16 y 17: Aquí aprendemos r fuga. ¿Que ves?	más sobre la fug	ja de Douglass. Crea una imagen mente	al de su	L	Understanding	importante		13: Il texto habla sobre una persona que jugó un papel impo glass. ¿Por qué era una persona importante en la vida d				
Coni	nections		Nombre:		@BookPc	gez.com		Text Structure		Nombre:	@	BookPagez.com			

Visualizing

#### Determining Importance

## Writing About Reading with Optional CCSS Alignment



# 5 Comprehension Strategy (with Nonfiction) Graphic Organizers

Retelling and Summarizing Itte: What is the topic of your book?	Making Connections Title: Circle the features of nonfiction text that were used in your look.	Visualizing Title: List the features of nonfiction text that can be found in your book.	Determining Importance Title: What is the topic of your book?	Understanding Text Structure Title: Tell how how the text features in your book helped
Retelling and Summarizing Title: What's this book about?	Making Connections Title: Think about the book, What does the book remind	in your book. Visualizing Title: Whol page did you use to practice visualizing?	Determining Importance Title:	you understand text structures by completing the charb below. Understanding Text Structure Title:
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After that then Lost		Write down same of the words that the outbor used to help you make this picture in your mind.	Buchele the most importent path of your besk.	Page:
Effections: LAnswer applied the quastions.	Directions	Show your picture to someone. Moke sure that you drew all of the words that helped you visualize.		Tech Structures You single fee Minis Reading Description Sequence Cause and Mest Compare and Postdem and Section Section Structures Section Structures Section Structures Section Structures Section S
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Retelling and Summarizing	Making Connections	Visualizing	Determining Importance	Understanding Text Structure

# **Extension Activity**

