

Here's What You'll Get in the Looking at Lincoln Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Asking Questions Lesson Plan

Looking at Lincoln
By: Maira Kallman
Grade Level: 5 / Guided Reading Level: I

Asking Questions

1 Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

Summary
Looking at Lincoln is a biography about America's sixteenth president, Abraham Lincoln. This book tells about some important things he did as a president as well as share some interesting facts about his life. Did you know he only went to school for one year when he was a kid? But because he was curious about lots of things, he taught himself about the world by reading books.

Link to What You Know

- If you could ask the president anything, what would you ask? Why do you want to know?
- If you were the president, what would you want to change?

Important Words to Know and Understand

Constitution - the system of beliefs and laws by which a Country, state, or organization is governed

Democracy - A form of government in which people choose leaders by voting

2 Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

Why Readers Ask Questions While Reading
Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a text into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions, they think about what they already know and what they want to find out.

When you choose a book, it's important to ask questions before you read. Read the title, the blurb on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading the book?

You should also ask questions while you read. Try asking questions that help you answer who or what the book is about and where or when the story takes place.

It's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understood what you read. Ask questions if you are confused or are wondering about something.

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Guided Reading Level

Activate Prior Knowledge

Asking Questions Lesson Plan

Key Vocabulary

Explanation of Strategy

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

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Asking Questions

3 Ask Questions While Reading

- Try asking questions that begin with "I wonder..." or "Why...?"
- Decide whether or not your questions

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 2 - What are you wondering about the very tall man?

Page 5 - Abraham Lincoln was the sixteenth president. What questions could you ask that might help you understand what the world was like when he was president?

Page 12 - Now that you have read about Lincoln's early days, what questions do you have about Abraham Lincoln's life? How will the answers to your questions help you as a reader?

Page 24 - What do you wonder about slavery? How will the answer to your question help you understand Abraham Lincoln?

Page 34 - What do you wonder about the end of Abraham Lincoln's life?

4 Notice the Work You Did While Reading

- Think
- Talk
- Write

Time to Reflect
Think - When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy this book?

Talk - Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Reflect - Think about the questioning work you did while reading this book. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your questions?

Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading this book. (Remember to include examples from the book!)

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1 Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

3 Make Inferences While Reading

- Use what you know
- Use what you see
- Use what you think

2 Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

4 Notice the Work You Did While Reading

- Think
- Talk
- Write

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Think about the questioning work you did while reading this book. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your questions?

Give your Strategy Slip into your reader's notebook. Write about the work you did while reading this book. (Remember to include examples from the book!)

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Making Inferences

1 Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

3 Identify the Author's Purpose While Reading

- Use what you know
- Use what you see
- Use what you think

2 Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

4 Notice the Work You Did While Reading

- Think
- Talk
- Write

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Give your Strategy Slip into your reader's notebook. Write about the work you did while reading this book. (Remember to include examples from the book!)

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Author's Purpose

1 Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

3 Determine Importance While Reading

- Use what you know
- Use what you see
- Use what you think

2 Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

4 Notice the Work You Did While Reading

- Think
- Talk
- Write

Time to Reflect
When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy this book?

Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Think about the questioning work you did while reading this book. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your questions?

Give your Strategy Slip into your reader's notebook. Write about the work you did while reading this book. (Remember to include examples from the book!)

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Determining Importance

1 Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

3 Retell and Summarize While Reading

- Use what you know
- Use what you see
- Use what you think

2 Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

4 Notice the Work You Did While Reading

- Think
- Talk
- Write

Time to Reflect
When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy this book?

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Give your Strategy Slip into your reader's notebook. Write about the work you did while reading this book. (Remember to include examples from the book!)

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Retelling & Summarizing

Answer Key for Retelling and Summarizing with Looking at Lincoln

Your Turn to Practice Retelling and Summarizing with Looking at Lincoln

Page 5: Who is this book about? How do you know?

Page 11: What happened in the beginning?

Page 18: What were the most important events?

Page 21 to 22: Which other leaders does the author mention in this book? Why?

Answer Key for Asking Questions with Looking at Lincoln

Your Turn to Practice Asking Questions with Looking at Lincoln

Page 2: What are you wondering about the very tall man?

Page 5: What questions could you ask that might help you understand what the world was like when he was president?

Page 12: Now that you have read about Lincoln's early days, what questions do you have about Abraham Lincoln's life? How will the answers to your questions help you as a reader?

Page 24: What do you wonder about slavery? How will the answer to your question help you understand Abraham Lincoln?

Page 34: What do you wonder about the end of Abraham Lincoln's life?

Answer Key for Making Inferences with Looking at Lincoln

Your Turn to Practice Making Inferences with Looking at Lincoln

Page 4: What can you infer about the man's appearance? Was it really Abraham Lincoln? Why or why not?

Page 11: What can you infer about the man's life? Was it really Abraham Lincoln? Why or why not?

Answer Key for Identifying the Author's Purpose with Looking at Lincoln

Your Turn to Practice Identifying the Author's Purpose with Looking at Lincoln

Page 8: What are some interesting facts about Abraham Lincoln? What does the author want you to know?

Page 12: What kind of person was Abraham Lincoln?

Page 14: What other interesting things was Lincoln known for? Why does the author include this information in the book?

Answer Key for Determining Importance with Looking at Lincoln

Your Turn to Practice Determining Importance with Looking at Lincoln

Page 18: What have you learned about Lincoln so far? Why is this important information?

Page 14: What's another piece of important information on this page? Why?

Page 24: What did he accomplish as a president that was significant?

Page 27: What war was fought during his presidency? What was it about?

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Looking at Lincoln: Retelling and Summarizing

List five events that happened during Lincoln's lifetime. List them in order from the beginning of his life to the end of his life.

I can summarize fiction in my own words. CCSS: RL.5.2

Looking at Lincoln: Retelling and Summarizing

List five events that happened during Lincoln's lifetime. List them in order from the beginning of his life to the end of his life.

I can summarize fiction in my own words. CCSS: RL.5.2

Looking at Lincoln: Retelling and Summarizing

List five events that happened during Lincoln's lifetime. List them in order from the beginning of his life to the end of his life.

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Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

Looking at Lincoln: Retelling and Summarizing

List five events that happened during Lincoln's lifetime. List them in order from the beginning of his life to the end of his life.

Looking at Lincoln: Retelling and Summarizing

List five events that happened during Lincoln's lifetime. List them in order from the beginning of his life to the end of his life.

Looking at Lincoln: Retelling and Summarizing

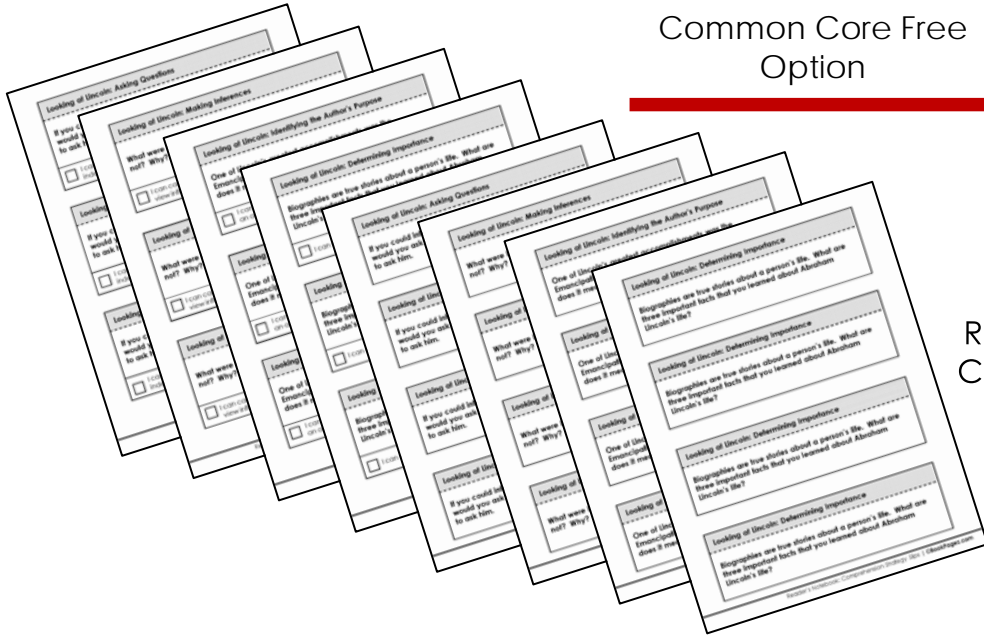
List five events that happened during Lincoln's lifetime. List them in order from the beginning of his life to the end of his life.

Looking at Lincoln: Retelling and Summarizing

List five events that happened during Lincoln's lifetime. List them in order from the beginning of his life to the end of his life.

Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

Common Core Free Option



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

Is it fiction or nonfiction?

Draw a picture or write a sentence for each box below:

| | | |
|------------|------|------|
| First | Next | Then |
| After that | Then | Last |

What is the most important thing you read in this book?

Directions:
1. Answer each of the questions.
2. Carefully cut out the bubbles.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and Summarizing

Making Inferences

Title: _____

| | | |
|--|---|--|
| What the Text Says <small>Look for clues in the text.</small> | What I Know <small>What do you know about the subject?</small> | What I Can Infer <small>Infer, think, guess, imagine.</small> |
| | | |
| | | |

Directions:
1. Answer each of the questions.
2. Carefully cut out the bubbles.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

Identifying the Author's Purpose

Title: _____

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

To Persuade To Inform To Entertain

I know because...

What do you think the author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions:
1. Answer each of the questions.
2. Carefully cut out the bubbles.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose

Determining Importance

Title: _____

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 _____

#2 _____

#3 _____

Directions:
1. Answer each of the questions.
2. Carefully cut out the bubbles.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Determining Importance

Asking Questions

Title: _____

| | | |
|--------------------------|------------------|------------------|
| Question Sentence Starts | Why didn't...? | How does...? |
| I wonder... | Why didn't...? | How does...? |
| Let's compare... | Let's compare... | Let's compare... |

| | |
|----------|--------|
| Question | Answer |
| | |
| Question | Answer |
| | |
| Question | Answer |
| | |

Directions:
1. Answer each of the questions.
2. Carefully cut out the bubbles.
3. Glue, tape, or staple into your reader's notebook.

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Asking Questions

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
Looking at Lincoln
By: Maira Kalman
Grade Level: 5 / Guided Reading Level: I

Instructional Focus:
Adverbs formed with the suffix -ly

Background:
The suffix -ly is added to adjectives in order to (example: sad = sadly). Another use for the suffix -ly is something is done (example: daily).

Examples:

| | | |
|-----------|-------------|----|
| sadly | smoothly | |
| happily | truthfully | w |
| greatly | quickly | H |
| carefully | beautifully | an |
| boldly | dangerously | m |

Materials and Preparation:

- A Copy of Looking at Lincoln by Maira Kalman
- Chart paper
- Apples to Apples Practice Pages
- Scissors
- Adverb Search Practice Page (1 per student)
- Optional - Word Detective (1 per student)

Optional Activity to Extend Engagement

Step by Step Lesson Plan

Word Work
Looking at Lincoln
By: Maira Kalman
Grade Level: 5 / Guided Reading Level: I

Step 1: Introduce the Focus of Word Work

Introduce Suffix -ly Makes Adverbs

- Write the sentence "The girl walked quickly to school." On the chart paper.
- Ask students which word is the adjective in this sentence?
 - Underline "quickly".
 - Explain that if you are unsure, then you can ask yourself "How did it happen?"
- Explain that the word "quick" is the adjective, but when the suffix -ly is added to an adjective then it is called an adverb.
- When the suffix -ly is added onto a word it changes the word and shows how something is done.
- Write another sentence on the chart paper and ask students to underline the adverb.
 - The boy fed his dog daily.

Sample Anchor Chart

| Adjective + -ly = Adverb |
|------------------------------------|
| The girl walked quickly to school. |
| The boy fed his dog daily. |

Step 2: Connect Word Work to Reading

Extend Engagement

- Give students the list of words and ask them if they can add the suffix -ly and the word still make sense. If the word still makes sense, then write a sentence using the word.

| |
|---------|
| usual |
| glad |
| blossom |
| quiet |

Suffix -ly Makes Adverbs in the Text

- Tell the students that the book they will be reading today has adverbs or words with the -ly suffix.
- Read page 4 in Looking at Lincoln and ask the students if they heard any adverbs (exactly).
- Explain that you will read the book from beginning to end and raise their hands if they hear more words with the -ly suffix. Ask students to be polite while you read and not interrupt you.

Examples of Adverbs formed with the suffix -ly found in the text

- exactly
- hardly
- especially
- finally
- greatly
- really

Word Work Lesson Plan | @BookPagez.com

List of words in the book that match the instructional focus

Word Work
Looking at Lincoln
By: Maira Kalman
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Step 3: Guided Word Work Practice

Interactive Exploration

- Make groups of four to five students.
- Explain to the students they will play a game like "Apples to Apples".
- Each student will have two sentence cards and ten word cards.
- Explain that they will take turns reading one of their sentence cards.
- The person reading their sentence card is called the judge.
- All the other players will choose one of their word cards that they think fits best in the blank of the sentence card.
- The judge will read the sentence filling in the blank with each word card and choose the one s/he thinks is best.
- The sentence card goes to the player with the winning word.
- The player with the most sentence cards at the end is the winner.

Step 4: Independent Word Work Practice

Practice Page

- Pass out the Adverb Search practice page to each student.
- Read instructions to the class.
- Instruct students to complete the page independently.
- Circulate to monitor student's progress.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for words with suffix -ly that makes adverbs in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the Word Detective worksheet.

Word Work Lesson Plan | @BookPagez.com

Interactive Activities

Apples to Apples Interactive Activity

Directions:
Cut out sentence cards and give two to each player in each group.

| | |
|--|---|
| The child wrote in her journal _____. | The car drove _____ on the dirt road. |
| We were busy and the day passed _____. | The shirt and pants matched _____. |
| She spoke _____ to _____ attention. | The ballerina danced _____ the whole night. |
| He ran to the grocery store _____ to get milk. | The music played _____ in the concert hall. |
| The family went to the beach _____, somebody found her cell phone. | |

Guided Word Work Practice | @BookPagez.com

Apples to Apples Interactive Activity

to each player in each group. Set aside

| | |
|------------|--------------|
| swiftly | annually |
| cheerfully | monthly |
| steadily | magically |
| suddenly | finally |
| rapidly | actually |
| unearthly | graciously |
| honestly | horribly |
| lonely | lovely |
| gladly | late |
| instantly | artistically |

Practice 1 | @BookPagez.com

Independent Practice Page

Extension Activity

Word Detective: Suffix -ly makes adverbs
Extension Activity

Directions:
Be a word detective!
Be on the lookout for words with suffix -ly that makes adverbs while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

| Word | Book Title | Page | Sentence |
|------|------------|------|----------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
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| | | | |
| | | | |
| | | | |

Name: _____ Word Work Extension Activity | @BookPagez.com

Adverb Search Word Work Practice Page

Directions: Read each sentence. Underline the adverb (-ly suffix) in each sentence. Then, write the adverb in the blank space next to the sentence.

- The present was greatly appreciated by the girl on her birthday. _____
- He has baseball games weekly. _____
- The teacher happily helped the students with their math assignments. _____
- The bike rode smoothly over the bumps on the trail. _____
- I have to check my heart rate hourly. _____
- She carefully put away her folded laundry. _____
- The tree was beautifully decorated. _____
- When you are honest, then you speak truthfully. _____
- I go to the library monthly. _____
- He worked quickly so he could go outside to play. _____

Name: _____ Independent Word Work Practice | @BookPagez.com

Assessments

Running Record Assessment:
Use the first 100 words from the text to assess oral reading fluency



| Running Record | | | | |
|--|--|---|-----------------|----------------------------|
| Title: Looking at Lincoln | | Guided Reading Text Level: T | Word Count: 100 | |
| Name: _____ | | Date: _____ | | |
| Accuracy Rate: (# of words correct/100 words) _____ | | | | |
| Error Rate: (# of incorrect words/100 words) _____ | | | | |
| Self-Correction Rate: (# of words self-corrected/100 words) _____ | | | | |
| Time: (in seconds) _____ | | Words Per Minute: (100/seconds read x 60) _____ | | |
| Easy 95% - 100% Accuracy | | Instructional 90% - 94% Accuracy | | Hard 50% - 89% Accuracy |
| E = Errors SC = Self-Correction M = Meaning S = Structure/syntax V = Visual | | | | COUNT |
| | | | | INFORMATION USED |
| Page | | E | SC | E MSV SC MSV |
| 2 | One day, while walking through the park on my way to breakfast I saw a very tall man. He reminded me of someone, but I could not think who. | | | |
| 3 | At the coffee shop I ordered pancakes. They were delicious. | | | |
| 4 | We paid with a Lincoln and two Washingtons. | | | |
| Analysis and Comments: | | | | |
| Tested By: _____ | | | | ©BookPagez.com |

Common Core Assessment:
One question for each Reading Informational OR Reading Literature standard (1-9)



| Looking at Lincoln CCSS Assessment | Name: _____ Score: / 9 |
|---|---------------------------|
| Directions: Use what you know about <i>Looking at Lincoln</i> to answer each of the following questions. | |
| 1. Which of the following quotes from the text supports the inference that Lincoln was one of the most respected presidents of the U.S.? | |
| <input type="radio"/> A At his Memorial you can read the words he wrote near the end of the war. <input type="radio"/> B He woke up and grew up and decided to be a lawyer. <input type="radio"/> C And on March 4, 1861, he was inaugurated President of the United States. <input type="radio"/> D It was a difficult time to be president. | |
| 2. Which detail supports the main idea that Lincoln wanted equality for all people? | |
| <input type="radio"/> A He was called Honest Abe. <input type="radio"/> B Abe worked hard and became interested in the government. <input type="radio"/> C He wrote the Emancipation Proclamation to free millions of slaves. <input type="radio"/> D During the play he was shot. | |
| 3. What was the result of the Emancipation Proclamation? | |
| <input type="radio"/> A Slavery became illegal and it was a time to rejoice. <input type="radio"/> B Slavery became illegal and caused the Union and the Confederacy to go to war. <input type="radio"/> C Abraham Lincoln gave a famous speech called the Gettysburg Address. <input type="radio"/> D Lincoln agreed the country should be divided. | |
| 4. What does the author mean when she writes, "His stepmother loved him like crazy?" | |
| <input type="radio"/> A She loved it when he acted crazy. <input type="radio"/> B She loved him very, very much. <input type="radio"/> C She did very strange things. <input type="radio"/> D She did not love him at all. | |
| CCSS Assessment 5 th Grade Reading Standards for Informational Text | |

| Looking at Lincoln CCSS Assessment Answer Key |
|--|
| Directions: Use what you know about <i>Looking at Lincoln</i> to answer each of the following questions. |
| 1. Which of the following quotes from the text supports the inference that Lincoln was one of the most respected presidents of the U.S.? |
| <input checked="" type="radio"/> A At his Memorial you can read the words he wrote near the end of the war. <input type="radio"/> B He woke up and grew up and decided to be a lawyer. <input type="radio"/> C And on March 4, 1861, he was inaugurated President of the United States. <input type="radio"/> D It was a difficult time to be president. |
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| CCSS Assessment 5 th Grade Reading Standards for Informational Text BookPagez.com |

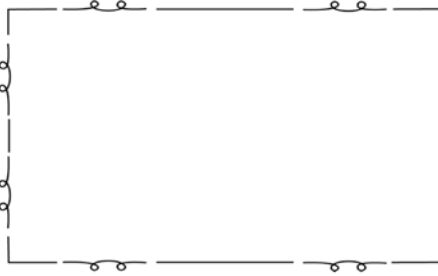
Answer Key



Extension Activity

Name: _____ Date: _____

Directions:
Draw a picture of Abraham Lincoln in the space below. Then fill in the blanks to tell about his life.



Nickname: _____ President number: _____

Birthdate and place: _____

Wife's name: _____

Inauguration (day he became president) date: _____

Major event(s) during presidency: _____

Died on: _____

Cause of death: _____

Extension Activity | ©BookPagez.com

Extension Activity

Complete Common Core Alignment

| Common Core State Standards Correlation | Common Core State Standards Correlation | Common Core State Standards Correlation | Common Core State Standards Correlation |
|--|--|--|---|
| <p>Looking at Lincoln Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Looking at Lincoln" correlate with the following English Language Arts Common Core State Standards for 5th grade.</p> <p>Reading and Summarizing Lesson Plan and Resources</p> <p>Reading Literature</p> <p>RL.1 - Quote accurately from a text when explaining what the text says explicitly and drawing inferences from the text.</p> <p>RL.2 - Determine a theme or central idea of a story, drama, or poem from details in the text, including characters, a story or drama respond to challenges or how the speaker in a poem reflects upon the text.</p> <p>RL.3 - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>RL.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>Reading Foundational Skills</p> <p>RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources, summarize in paragraph form information in notes and finished work, and provide a list of sources.</p> <p>W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking & Listening</p> <p>SL.1c - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.1d - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.2 - Summarize a written text read about or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Language</p> <p>L.4 - Acquire and use accurately, grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p>Looking at Lincoln CCSS Alignment ©BookPagez.com</p> | <p>Looking at Lincoln Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Looking at Lincoln" correlate with the following English Language Arts Common Core State Standards for 5th grade.</p> <p>Adding Questions Lesson Plan and Resources</p> <p>Reading Literature</p> <p>RL.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.7 - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>RL.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>Reading Foundational Skills</p> <p>RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources, summarize in paragraph form information in notes and finished work, and provide a list of sources.</p> <p>W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking & Listening</p> <p>SL.1c - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.1d - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.2 - Summarize a written text read about or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Language</p> <p>L.4 - Acquire and use accurately, grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p>Looking at Lincoln CCSS Alignment ©BookPagez.com</p> | <p>Looking at Lincoln Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Looking at Lincoln" correlate with the following English Language Arts Common Core State Standards for 5th grade.</p> <p>Defining Importance Lesson Plan and Resources</p> <p>Reading Literature</p> <p>RL.2 - Determine a theme or central idea of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon the text.</p> <p>RL.3 - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>RL.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>Reading Foundational Skills</p> <p>RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources, summarize in paragraph form information in notes and finished work, and provide a list of sources.</p> <p>W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking & Listening</p> <p>SL.1c - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.1d - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.2 - Summarize a written text read about or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Language</p> <p>L.4 - Acquire and use accurately, grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p>Looking at Lincoln CCSS Alignment ©BookPagez.com</p> | <p>Looking at Lincoln Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Looking at Lincoln" correlate with the following English Language Arts Common Core State Standards for 5th grade.</p> <p>Purpose Lesson Plan and Resources</p> <p>Theme of a story, drama, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon the text.</p> <p>Central idea or theme of a story, drama, or poem from details in the text (e.g., how characters interact).</p> <p>Meaning of words and phrases as they are used in a text, including figurative and connotative meanings.</p> <p>Analyzing how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>Reading Foundational Skills</p> <p>RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources, summarize in paragraph form information in notes and finished work, and provide a list of sources.</p> <p>W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking & Listening</p> <p>SL.1c - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.1d - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.2 - Summarize a written text read about or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Language</p> <p>L.4 - Acquire and use accurately, grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p>Looking at Lincoln CCSS Alignment ©BookPagez.com</p> |

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

| Common Core State Standards Correlation |
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| <p>Looking at Lincoln Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Looking at Lincoln" correlate with the following English Language Arts Common Core State Standards for 5th grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language</p> <p>L.4a - Use context (e.g., cause-effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>L.4b - Consult general reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L.4 - Acquire and use accurately, grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p>Looking at Lincoln CCSS Alignment ©BookPagez.com</p> |

Vocabulary Connections
Common Core Alignment

| Common Core State Standards Correlation |
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| <p>Looking at Lincoln Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Looking at Lincoln" correlate with the following English Language Arts Common Core State Standards for 5th grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading - Foundational Skills</p> <p>RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Looking at Lincoln CCSS Alignment ©BookPagez.com</p> |

Word Work
Common Core Alignment