1A. People, Rules, and Laws

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This module is part of the *National Literacy Project (NLP) Civics Collection*, a comprehensive and sequenced group of modules aimed at providing a foundation for students to master the essential concepts of civic education. The entire collection of nineteen modules addresses all of the Florida Standards/Benchmarks in civics in grades K-6. Although the collection was aimed at Florida Standards/Benchmarks, the modules can be easily modified to fit civics and literacy benchmarks in another state.

Each module covers one to three weeks of classroom instruction. The modules can be successfully implemented as a schoolwide progression, with each grade's instruction building and deepening students' knowledge and skill. Or modules can stand alone, and teachers can implement modules that address particular standards/benchmarks, as needed. Some teachers use these modules as part of their reading/language arts block; others teach the modules during the time allocated for social studies.

The modules in the *NLP Civics Collection* cover all of the benchmarks in civics (for a matrix of all of the modules, see the Teacher Resources) that are addressed in either the teaching task *or* a mini-task; some benchmarks are covered *only* in a mini-task. Essential literacy standards (Language Arts Florida Standards) are also addressed in each module (for a matrix that lists all of the LAFS standards, see Teacher Resources). In addition, the modules are designed to reinforce the instructional shifts needed for college and career readiness:

- Building knowledge through content-rich texts
- Reading and writing grounded in evidence from text
- Regular practice with complex text and its academic vocabulary

Many Florida district content specialists, school level principals, and teachers participated in this project. In addition, the *National Literacy Project*, in collaboration with the *Florida Joint Center for Citizenship*, provided direction, guidance, and oversight for each module and the collection as a whole. Each module was field-tested by at least two teachers during January – May 2017. Systematic feedback was collected from 100+ teachers through a survey and virtual conversations. If you have suggestions to improve a module or feedback you would like to give, please contact Dr. Judith Irvin at jirvin@NLProject.org.

In this module, students share ideas about why rules are important, how rules are enforced, who enforces rules, and what happens when people do not follow the rules. It is recommended that teachers use a print copy of the module texts.

GRADES	DISCIPLINE	COURSE	PACING
1	🌐 **Social Studies**	☰ **civics**	🕐 **3hr**

Section 1: What Task?

Teaching Task

Task Template IE3 - Informational or Explanatory

After listening to texts on school and community rules and laws, and the people who enforce them, write a paragraph in which you explain why one rule mentioned in the books is important and what could happen if people break this rule. Support your response with evidence from the text/s.

Standards

Florida Standards

SS.1.C.1.1.   **Focus**

Explain the purpose of rules and laws in the school and community.

SS.1.C.1.2.   **Focus**

Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.

LAFS.1.RL.1.2.   **Focus**

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

LAFS.1.W.1.2.   **Focus**

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

LAFS.1.SL.1.1.   **Focus**

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Texts

- **Understand the Basic School Rules with WonderGrove Kids – Video**
- **If Everybody Did by Jo Ann Stover - Print Book Option**
- **If Everybody Did by Jo Ann Stover - Video Option**
- **What If Everybody Did That? by Ellen Javerick – Print Book Option**
- **What If Everybody Did That? by Ellen Javerick - Video Option**

Student Work Rubric - Informational or Explanatory Task - Grade 1

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	**2**	**3**	**4**
Topic / Main Idea	Response does not address the prompt, does not name a topic, or is mostly off-topic.	Names a topic; response is **loosely related** to the prompt and the topic, or is **partially off-topic**.	Names a topic; response addresses the prompt and is related to the topic.	Names a clear topic; response addresses the prompt and **stays focused on the topic**.
Use of Sources	Includes no information from sources.	Includes information from sources **loosely related** to topic.	Includes information from sources **related** to the topic.	Includes **detailed** information from sources related to the topic.
Development	Lists no facts or facts unrelated to the topic.	Lists facts **loosely related** to the topic.	Lists facts **related** to the topic.	Lists and **elaborates on some** facts related to the topic.
Organization	Sentences have no evident relationship with each other.	Sentences **are related** to each other.	Sentences are related to each other; **provides a sense of closure**.	**Sequences** sentences with a **beginning, middle, and end**; provides a sense of closure.
Conventions (general)	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing.	Errors in standard English conventions appropriate to the grade level **sometimes** interfere with the clarity of the writing.	**Consistently applies** standard English conventions appropriate to the grade level. **Minor** errors, while noticeable, **do not interfere** with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, **with few errors**. **Attempts to use untaught conventions, appropriate to grade level**.
Conventions (Grade 1 examples)	Most words spelled phonetically Use of capital letters inconsistent Appropriate spacing between words Little to no use of punctuation	Most frequent-use words spelled correctly Some words spelled phonetically End punctuation used inconsistently First word in each sentence capitalized Pronoun "I" capitalized	Conventional spelling of frequent-use words Phonetic spelling of new words Consistent use of end punctuation Consistent spacing of words and sentences Dates and names capitalized Use of commas in dates and series of words	Holidays, product names and geographic names capitalized Use of apostrophe to form contractions Conventional spelling of new words
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Everyone, both adults and children, has to follow rules and laws. We have rules and laws for our homes, our schools, and our communities. We will listen to some stories about rules and laws and think about why we have rules and laws, who enforces those rules and laws, and what the consequences are when the rules and laws are broken.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK ANALYSIS: Ability to understand and explain the task's prompt.

Reading Process

ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

Transition to Writing

PREPARING FOR WRITING: Ability to begin linking reading results to writing task.

Writing Process

FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
15 mins	**TASK ENGAGEMENT**: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	**1. SCHOOL RULES PICTURE** Watch an animated video, discuss school rules and why they are important, and draw a picture to show a student(s) following one school rule.	Students meet expectations if they: • Participate in class discuss of school rules and their importance • Draw a picture of a student(s) following one school rule	1. Prepare ahead: Chart of Module 1A Essential Vocabulary (See Teacher Resources). 2. Teacher Talk: We are going to be talking about some very important ideas, so I made a chart of the most important words we will need to learn. Today we will talk about the first word: rule. • Point to the word on the chart • Have class say and spell the word. • Have a student point to each letter as the class spells the word aloud (You will find ESOL Strategies in the Teacher Resources.) 3. Discuss: "What is a rule?" • Explain: Rules are a way to keep people safe and make sure everyone is respected. 4. Introduce the video *Understand the Basic School Rules* in which animated children review school rules at the beginning of the school year (see Teacher Resources). 5. After viewing the video, lead a brief discussion of rules presented in the video and your school rules. Remind students that these are not "classroom rules;" rather, they are the rules for the whole school and every student in every grade level. Does your school have some similar or different rules? • Option: Create a Venn Diagram to capture video rules, your school rules, and any rules shared by video and your school. (Sample in Teacher Resources) 6. Have students choose one school rule from the discussion (video or your school) and draw picture of what it looks like when a student(s) follow that rule.

Standards:

LAFS.1.SL.1.1. : Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SS.1.C.1.1 : Explain the purpose of rules and laws in the school and community.

Additional Attachments:

📄 **ESOL Strategies.pdf**

📄 **School Rules Venn Diagram.pdf**

🔗 **Understand the Basic School Rules with WonderGrove Kids – Video**

📄 **1A Essential Vocabulary.pdf**

15 mins	**TASK ANALYSIS**: Ability to understand and explain the task's prompt.	**2. TEACHING TASK ANALYSIS** Participate in class discussion to identify what you need to know and do in order to successfully complete the Teaching Task.	Students meet expectations if they:
			
			 • actively participate in the discussion to identify what they need to know and do to be successful in this module
				1. Prepare in advance: Teaching Task Chart or large text for whole class review. (See Teacher Resources).
				
				 2. Introduction: We recently discussed school rules, but we have some special rules just for our classroom, too.
				
				 • Review or briefly discuss classroom rules.
				
				 3. We are going to continue to learn many things about rules and in a few days, you will complete a special task to show what you have learned. Today we are going to explore what you need to know and to do in order to successfully complete the special task.
				
				 4. Display the Teaching Task text for students to view. Leave space for marking the text to aid comprehension. (See Teacher Resources).
				
				 5. Read the task to students. (ESOL Strategies are available in Teachers Resources)
				
				 6. Ask students to find one word that tells them what they need to do in order to successfully complete the task.
				
				 • Read the task by phrases. Stop after each phrase and ask if there was a word for something to do - an action.
				  ○ After listening to texts
				  ○ school and community
				  ○ rules and laws, and the people who enforce them,
				  ○ write a paragraph
				  ○ in which you explain why one rule mentioned in the books is important
				  ○ and what could happen if people break this rule.
				  ○ Support your response with evidence from the text/s.
				
				 • Guide the students to identify one word that tells what to do:
				  ○ listening
				  ○ write
				  ○ explain
				  ○ support
				
				 7. Text code (<u>highlight</u> or circle) the 4 words with one color. Review these words and have the students read them several times with you.
				
				 8. Explain that after each marked word there are details that tell them more about what they will do. Starting with the first marked word, review the details that follow each and discuss their meaning.
				
				 • <u>listening</u>:
				  ○ to texts
				  ○ on school and community
				  ○ rules and laws, and the people who enforce them,
				
				 • <u>write</u>:
				  ○ a paragraph

- explain:
  - why one rule mentioned in the books is important
  - and what could happen if people break this rule.

- support:
  - your response with evidence from the text/s.

9. To close the lesson, have students join you in a slow, responsive review of the keywords in the teaching task as you point to the chart. (Responsive Review of Task Keywords is found in Teacher Resources)

Standards:

LAFS.1.SL.1.1. : Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

LAFS.1.RI.2.4 : Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

LAFS.1.RI.1.1 : Ask and answer questions about key details in a text.

Additional Attachments:

📄 **1A Teaching Task.pdf**

📄 **1A Responsive Review of Task Keywords.pdf**

📄 **ESOL Strategies.pdf**

Reading Process

| 15 mins | **ESSENTIAL VOCABULARY**: Ability to identify and master terms essential to understanding a text. | **3. ESSENTIAL VOCABULARY DISCUSSION** Develop understanding of the Essential Vocabulary through role play activity and group discussion. | Students meet expectations if they:

- Identify Essential Vocabulary on cards
- Demonstrate vocabulary understanding through role play
- Actively participate in discussion | 1. Prepare in advance: Cards for Essential Vocabulary Role Play. (See Teacher Resources)

2. Display Essential Vocabulary Chart created for Mini-Task #1 (See Teacher Resources)

- Ask students if they remember word #1. (rule) Review as needed.
- Read additional vocabulary aloud and have students echo read: consequence, law, enforce.

3. Role play directions: Invite students one at a time to stand in front of class holding a vocabulary card to facilitate discussion.

- Card #1: Rule
  - Explain: Rules help keep people safe and help us show respect to others.

- Card #2: Enforce
  - Explain: People who enforce rules watch out for us and makes sure we do what we are supposed to do. Sometimes they help us remember to follow the rules.

- Card #3: Parents
  - Explain: Parents or the adults we live with enforce rules at home. Or sometimes babysitters.

- Cards #4 and 5: Teacher, Principal
  - Explain: School and classroom rules are enforced by teachers and the principal. Who else enforces rules at school?

4. Review the meaning of *rule* and then introduce |

consequence.

- There can be positive consequences when people follow the rules. (Use the smiley picture on the card as a cue to the meaning of positive consequences. Select a student to hold the card.)
- There can be negative consequences when people don't follow the rules. (Use the frowny picture on the card as a cue to the meaning of negative consequences. Select a student to hold the card.)

5. Have the students step forward or raise their vocabulary card in response to scenario situations that challenge the class to determine who would be the person to enforce the rule and discuss if the consequences are positive or negative.

- You may use the sample scenarios provided in Teacher Resources or create your own scenarios.

6. Thank everyone for helping with the discussion about rules and have the students return their cards and go back to their seat.

Teacher Talk: *Now we are going to talk about a kind of rule that has stronger consequences: laws.*

7. Invite other students one at a time to hold a card in front of class to facilitate discussion.

- Card #7: Law
  - Laws are also rules that keep people safe and help us show respect to others, but they are enforced by different people and the consequences are stronger.

- Card #8: Enforce
- People who enforce laws watch out for us and makes sure we do what we are supposed to do. Sometimes they help us remember to follow the laws.
- Card #9, 10, 11: Police, Sheriff, State Trooper
- These people enforce laws that our government says all people must follow. They are called law enforcement offices.
- The Police enforce laws in our community or city; the Sheriff enforces laws in the bigger area of the county; State Troopers enforce laws all over the state.

8. Just like with rules, laws have consequences.

- There can be positive consequences when people follow the rules. (Use the smiley picture on the card as a cue to the meaning of positive consequences. Select a student to hold the card.)
- There can be negative consequences when people don't follow the rules. (Use the frowny picture on the card as a cue to the meaning of negative consequences. Select a student to hold the card.)

9. Have the students step forward with their card in response to scenario situations that challenge the class to determine who would be the person to enforce the law and discuss if the consequences are positive or negative.

- You may use the sample scenarios provided in Teacher Resources or create your own scenarios.

10. Wrap up: Review the Essential Vocabulary Chart and search for the words in the Teaching Task.

After listening to texts on school and community rules and laws, and the people who enforce them, write a paragraph in which you explain why one rule mentioned in the books is important and what could happen if people break this rule. Support your response with evidence from the text/s.

- Although the word *consequence* isn't used in the Teaching Task, it is related to the phrase *what could happen if people break this rule.*

Standards:

SS.1.C.1.2 : Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.

SS.1.C.1.1 : Explain the purpose of rules and laws in the school and community.

LAFS.1.L.3.5. : With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings.

Additional Attachments:

📄 **1A Essential Vocabulary Cards and Scenarios.docx**
📄 **1A Teaching Task.pdf**
📄 **1A Essential Vocabulary.pdf**

| 25 mins | **NOTE-TAKING**: Ability to select important facts and passages for use in one's own writing. | **4. NOTES PAGE 1**

Listen to *If Everybody Did* by Jo Ann Stover, select one rule from the text and write about why it is important and what may happen if people don't follow that rule. | Students meet expectations if they:

- Listen actively to *If Everybody Did* by Jo Ann Stover
- Retell a story event, including key details to demonstrate understanding of the text
- Select one rule from the text and record accurate evidence on Notes Page 1
- Receive a rating of 2 or higher on Notes Page 1 as assessed using the appropriate scoring elements of the | 1. Prepare in advance:

- Print copies of Notes Page 1

2. Introduction: Review the Teaching Task using the responsive review of the keywords as you point to the chart created in Mini-Task 2. (Responsive Review of Task Keywords is found in Teacher Resources)

3. Teacher Talk: You will listen to a book about some rules and some good ideas that aren't really rules.

- Read *If Everyone Did* by Jo Ann Stover (Printed copy of the book is recommended. (See Teacher Resources)
- Stop after each example during the reading and discuss. Ask the class if this was a rule or just a good idea. Is it a rule for home, school, or community?
- Use interactive writing strategies to facilitate the writing of rules found in the text. (See Writing Process information in Teacher Resources)

4. Explain that students will select one rule from the book to write about. They should listen carefully as you review the rule list or re-read the examples from the book that represent rules.

5. Teacher Talk: |

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		student work rubric	• Choose one example of a rule from the book and turn and tell your shoulder partner which rule you are going to write about.
			• Then retell what happened in the book when people didn't follow this rule.
			
			6. Distribute Note Page 1 for *If Everybody Did* and have students point and read the title of the book at the top of the chart.
			
			• Circulate and assist students as needed
			• Students write
			  ◦ the rule they selected
			  ◦ why the rule is important (related to positive consequences)
			  ◦ what might happen if people didn't follow the rule (negative consequences)
			
			7. Wrap up: Students read their writing to a shoulder partner. If time permits, select a few students to share their writing with the whole class.

Standards:

LAFS.1.L.3.4. : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

LAFS.1.RL.1.2. : Retell stories, including key details, and demonstrate understanding of their central message or lesson.

LAFS.1.RL.1.1. : Ask and answer questions about key details in a text.

SS.1.C.1.1 : Explain the purpose of rules and laws in the school and community.

Additional Attachments:

🔗 **If Everybody Did by Jo Ann Stover - Video Option**
📄 **1A Notes Pages.pdf**
📄 **Writing Process Primary Grades Resources.pdf**
🔗 **If Everybody Did by Jo Ann Stover - Print Book Option**
📄 **1A Responsive Review of Task Keywords.pdf**

25 mins	**NOTE-TAKING**: Ability to select important facts and passages for use in one's own writing.	**5. NOTES PAGE 2** Listen to *What If Everybody Did That* by Ellen Javerick, select one rule from the text, and write about why it is important and what may happen if people don't follow that rule.	Students meet expectations if they: • Listen attentively to the *What If Everybody Did That* by Ellen Javerick • Respond correctly to scenarios using response cards • Select one rule from the text and record accurate evidence on Notes Page 2 • Receive a	1. Prepare in Advance: • Text Evidence Chart (see Teacher Resources) • Copies of Notes Page 2 (see Student Handouts) 2. Introduction: Response Card Strategy for Engagement and Formative Assessment (see Teacher resources). • Give students 2 index cards. They need to draw a red circle on one and a green circle on another. • The teacher reads a scenario from the Mini-Task 5 Scenarios (See Teacher Resources) • Students show the green circle if they think the rule is being followed and a red circle if they think there is a rule or law being broken. • If the students show a red circle, call on the students to explain who should enforce the rule/law and what the consequence should be. 2. Explain that you will read a book that ask students to think about rules, laws, and the people who enforce

		rating of 2 or higher on Notes Page 2 as assessed using the appropriate scoring elements of the student work rubric	them. They will also think about consequences or what might happen if someone breaks the rule or law. • Read the story *What If Everybody Did That* by Ellen Javerick (Use of printed book is recommended. See Teacher Resources) • During reading, pause occasionally and add information to the Text Evidence Chart to facilitate student comprehension. (see Sample Chart under Teacher Resources) 3. Explain that students will select one rule from the book to write about. They can choose something from the Text Evidence Chart or select another rule from the book. 4. Teacher Talk: Choose one rule from the book and turn and tell your shoulder partner which rule you are going to write about. 5. Distribute Note Page 2 for *What If Everybody Did That* and have students point and read the title of the book at the top of the chart. 6. Circulate and assist students as needed while students write: • the rule they selected • why the rule is important (related to positive consequences) • what might happen if people didn't follow the rule (negative consequences) 7. Wrap up: Students read their writing to a shoulder partner. If time permits, select a few students to share their writing with the whole class.

Standards:

LAFS.1.SL.1.1. : Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

LAFS.1.RL.1.1. : Ask and answer questions about key details in a text.

SS.1.C.1.2 : Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.

SS.1.C.1.1 : Explain the purpose of rules and laws in the school and community.

Additional Attachments:

📄 **MT5.Sample Text Evidence Chart.rev.docx**

📄 **1A Notes Pages.pdf**

🔗 **What If Everybody Did That? by Ellen Javerick - Video Option**

🔗 **What If Everybody Did That? by Ellen Javerick – Print Book Option**

📄 **Mini-Task 5 Scenarios.docx**

🔗 **Response Card Strategy for Engagement and Formative Assessment**

Transition to Writing			
20 mins	**PREPARING FOR WRITING**: Ability to begin linking reading results to writing task.	**6. RULE POSTER** Choose one rule from one text and draw pictures and write to explain the rule,	Students meet expectations if they:	1. Optional - Prepare in advance: Print copies of the Rule Poster Template for individual student use. (see Student Handouts). For small group collaboration (2-4 students or table groups), use larger paper for the Rule

		what might happen if people follow the rule (a positive consequence), and what might happen if people don't follow the rule (a negative consequence).	• Complete a Rule Poster that includes pictures and writing to explain, either individually or in a small, collaborative group • Use complete sentences to explain all 3 poster components: 　○ Title of the book selected 　○ What may happen when people follow the rule 　○ What may happen if people don't follow the rule	Poster and provide one copy of the template to each group as an example. 2. Teacher Talk: After reading books and discussing rules, laws, people who enforce the rules/laws, and what might happen if people follow or don't follow the rules, today you get to make a big choice! You will choose just one rule to write about. Let's start by thinking about all we have learned. • Review the following (see Teacher Resources): 　○ Teaching Task 　○ Student Notes Page 1 with a text based rule from *If Everybody Did* 　○ Student Notes Page 2 with a text based rule from *What If Everybody Did That* 3. Establish whether students will work individually or in groups. Teacher Talk: • Today you will make a Rule Poster about just one rule. Look at Notes Pages 1 and 2 to decide which rule and book you (your group) would like to use for your poster. • Put a star (or other mark/sticker) on the Notes Page you chose to help you with the Rules Poster. • Find the name of the book on the Notes Page you chose. • Raise your hand if you are (your group is) going to make a Rule Poster with evidence from the book *If Everybody Did.* • Raise your hand if you are (your group is) going to make a Rule Poster with evidence from the book *What If Everybody Did That.* 4. Distribute Rule Poster Templates or drawing paper. Students create a poster. • Circulate around the room to assist as needed. 5. Collect or store individual Rule Posters and Note Pages for use in writing final task product.

Standards:

LAFS.1.SL.1.1. : Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

LAFS.1.W.1.2 : Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

SS.1.C.1.1 : Explain the purpose of rules and laws in the school and community.

Additional Attachments:

📄 **1A Teaching Task.pdf**

📄 **Rule Poster Template.pdf**

📄 **1A Notes Pages.pdf**

Writing Process				
25 mins	**FINAL DRAFT**: Ability	**7. PARAGRAPH**	Students meet	1. Prepare in advance: Print Paragraph Templates for

| | TEMPLATE
Write a paragraph to explain why one rule from a book read in class is important and what may happens if people break this rule. | expectations if they:

• Write a paragraph that explains why one rule from the texts is important and what could happen if people break this rule | optional student use. (See Student Handouts)

2. Review the Teaching Task:

After listening to texts on school and community rules and laws, and the people who enforce them, write a paragraph in which you explain why one rule mentioned in the books is important and what could happen if people break this rule. Support your response with evidence from the text/s.

3. Depending on individual student writing development, decide if everyone will use the Paragraph Template or if it will be a tool for differentiation. Model the use of the Template for the whole class or small group to support learner needs.

• Project a copy of the Paragraph Template and model the completion of the four sentences.
• Read the first sentence.
• Read the sentence 2 stem: This rule was mentioned in the book, ____.
  ○ Ask students what information is needed here. (name of the book)
  ○ Students should use Notes Page 1 or 2 to copy the name of the book that has the rule they chose.
• Continue reading and asking students to suggest information to complete the template.

4. Have students review their Rule Poster and the Notes Page that goes with the rule to find ideas for writing their paragraph.

5. Students write a paragraph, using the Template as needed. Teacher circulates to assist.

6. Optional: Author's Chair (Voluntary Sharing)

• Provide a special chair or stool at the front of class for student authors to share their paragraphs with the class. |

Standards:

LAFS.1.W.2.5 : With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

LAFS.1.W.1.2 : Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

SS.1.C.1.1 : Explain the purpose of rules and laws in the school and community.

Additional Attachments:

📄 **1A Paragraph Template.pdf**

Instructional Resources

Student Handout

1A. People, Rules, and Laws

📄 **1A Notes Pages.pdf**

📄 **1A Paragraph Template.pdf**

📄 **Rule Poster Template.pdf**

Teacher Resource

🔗 **Understand the Basic School Rules with WonderGrove Kids – Video**

🔗 **If Everybody Did by Jo Ann Stover - Print Book Option**

🔗 **If Everybody Did by Jo Ann Stover - Video Option**

📄 **1A Essential Vocabulary.pdf**

📄 **1A Teaching Task.pdf**

📄 **1A Essential Vocabulary Cards and Scenarios.docx**

📄 **1A Responsive Review of Task Keywords.pdf**

📄 **ESOL Strategies.pdf**

📄 **School Rules Venn Diagram.pdf**

📄 **Writing Process Primary Grades Resources.pdf**

🔗 **What If Everybody Did That? by Ellen Javerick – Print Book Option**

🔗 **What If Everybody Did That? by Ellen Javerick - Video Option**

📄 **MT5.Sample Text Evidence Chart.rev.docx**

📄 **Descriptive Matrix of Modules..pdf**

📄 **Standards Matrix for All Modules.pdf**

Section 4: What Results?

Student Work Samples

Meets Expectations

📄 **1A About the Writing Samples.docx**

📄 **1A Student Sample - High.pdf**

Emerging

📄 **1A Student Sample - Low.pdf**

Approaches Expectations

📄 **1A Student Sample - Med.pdf**

Teacher Reflection

Not provided

All Attachments

🔗 **Understand the Basic School Rules with WonderGrove Kids – Video** : https://s.ldc.org/u/trjn7pkln2iffv3gz53k6lcc

🔗 **If Everybody Did by Jo Ann Stover - Print Book Option** : https://s.ldc.org/u/bmgw283xhk2urceembmxwenvn

🔗 **If Everybody Did by Jo Ann Stover - Video Option** : https://s.ldc.org/u/aoxbgilf8hdfjdde4yetytjxw

🔗 **What If Everybody Did That? by Ellen Javerick – Print Book Option** : https://s.ldc.org/u/djszktqmvx7nonx3m4xjbihdj

🔗 **What If Everybody Did That? by Ellen Javerick - Video Option** : https://s.ldc.org/u/9tg7am9ms59bqu4sko3q4krrd

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