



Summary

Understand the separate and unified roles of the House of Representatives and Senate.

Guided Reading Level	Lexile Level	100th word	Total Word Count
0	XXX	representative p. 8	550

Standards:

Common Core Language Arts

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text

Social Studies

- Understands ideas about civic life, politics, and government

Lesson Focuses for Guided Reading (Select lesson focus based on Student's needs)

Writing Craft	Comprehension	Reading Strategies Decoding, & Phonics	Academic Vocabulary	
Extend sentences with phrases that tell: where, when, how, how many, and why Compose compound sentences using and, or, and but	Summarizing information Asking questions	Reading text features Reading on for embedded definitions and supporting details	approve bail budget Capitol elected election	impeach majority population represent tax veto

Lesson

- Warm up for reading – Students read familiar books.
- Introduction of **Congress** – Introduce **Congress** by looking at the cover photo and starting a discussion about Congress.

Suggested questions to facilitate introductory conversation:

- Looking at the cover, what do you think Congress is?
- What do you know about Congress already?
- How is our state connected to Congress?

- Skimming and Scanning **Congress** – Use this time to introduce or review your lesson focus strategies and/or skills.

Suggested skimming and scanning prompts:

- Look at the map on page 15. What information is being presented visually? How does this strengthen the text?
- What is an Index? Where is it located? How does it help you as the reader?

- Reading **Congress** – Students read independently.
- After reading **Congress** – Open the conversation with a question that relates to the comprehension strategy of asking questions. After a brief conversation about the contents of the book move to questions that support your lesson focus.

Suggested after reading content connection questions:

- Why are non-states present in the House of Representatives if they cannot vote? Why would other representatives be concerned with non-state issues?
- Why are state elections for senators during different years instead of all at the same time?
- How do you have a voice in government?

Suggested after reading lesson focus prompts:

- I noticed (student's name) using (reading strategy) while you were reading. Did it help with your reading? (Repeat this question to highlight different reading strategies or skills used by students.)
- Did you think about what you already knew about Congress while reading? How did that help you?

- After Reading Application for **Congress** – Have students complete the reproducible on KWL.

Name: _____

Date: _____

Directions: Think about the book _____ . What do you already know about this subject? What would you like to learn? Before reading the book, fill in the first two columns on the chart. After reading, fill in the third column with some things you have learned. Include page numbers where you found your information in the book.

What I Know	What I Wonder	What I Learned