

*We the People*, Level I text correlated with the  
Arizona Department of Education *Language Arts Standards*

Note: Although the *We the People* text is a civics and government/history text, there are numerous opportunities throughout the text for teachers to use the exercises already included in the student edition to accomplish “Language Arts” requirements.

- Following are examples of exercises that are included in the “Problem Solving” and “Reviewing and Using the Lesson” sections of the textbook, which are included in all 22 lessons.
- While teachers can modify and adapt exercises to fulfill the requirements of many of the Language Arts Standards, teacher must also require that certain objectives are completed and submitted by the student, and then must evaluate those works according to the requirements of the standards.

**Standard 1: Reading**

**Foundations (Grades 1-3)**

**R-F1. Use phonetic skills to decode words**

PO 1. Decode words in context using beginning, middle, and final letter/sound relationships

- **WTP – there are many bolded words throughout the text that could easily be sounded out phonetically**

**R-F2. Use word recognition and decoding strategies such as phonetic skills, context clues, picture clues, word order, prefixes and suffixes to comprehend written selections**

PO 1. Derive meaning from a written selection using reading/decoding strategies

- Phonetic clues
  - Context clues
  - Picture words word order
  - Structural analysis (suffixes & prefixes)
  - Word recognition
- **WTP – the text is full of *history*, which in and of itself provides *context*. There are *picture clues* throughout the text as well.**

**R-F3. Use reading comprehension strategies such as drawing conclusions, summarizing, making predictions, identifying cause and effect, and differentiating fiction from nonfiction**

PO 1. Draw conclusions based on the text

PO 2. Restate information from a reading selection

- **WTP – “Problem Solving” sections and “Reviewing and Using the Lesson” in every chapter provide ample opportunity to *draw conclusions* and *restate information* based on the readings.**

PO 3. Predict events, actions and behaviors using prior knowledge and / or details to comprehend a reading selection

- **WTP – Example: pages 23-24, “Your Interests and the Common Welfare” exercise**

PO 4. Identify cause-and-effect relationships

- **WTP – Examples: p. 16, p.49 #2; p. 126-127; class exercise p. 140-144**

PO 5. Differentiate fiction from nonfiction texts

- **WTP – Students can easily learn to identify the difference between the written nonfiction text and the “primary documents” of the Declaration of Independence, the Constitution...**

**R-F4. Identify facts and the main idea, sequence events, define and differentiate characters, and determine an author’s purpose in a range of traditional and contemporary literature**

PO 1. Identify the main idea and relevant facts in a reading selection

PO 2. Sequence a series of events from a reading selection

- **WTP – Examples: p. 31-33 class exercise “Life on a Sailing Ship”; p. 126-127; p. 124-129 the Clarence Gideon case and the Fifth and Fourteenth Amendments; p. 136 #1 “Explain how women won the right to vote;**

PO 3. Compare characters (traits, roles, similarities, differences) in a reading selection

- **WTP – Example: p. 39 “Problem Solving” exercise on the Patriots and the Loyalists**

PO 4. Identify the author’s main purpose (to inform, entertain, persuade, or describe) in a reading selection

- **WTP – the author’s main purpose is obviously to inform, however, cartoons provided in the text may entertain, while other parts of the book seek to persuade or describe situations or events in the making of the Constitution**

**R-F5. Analyze selections of fiction, nonfiction and poetry for their literary elements such as character, setting, plot, sequence of events and organization of text**

PO 1. Compare characters, plot (including sequence of events) settings across reading selections

- **WTP – While not specifically examining characters or plot, students certainly study *sequence of events* in the following selections:  
Examples: pages 40-41 Declaration of Independence exercise; p. 71-73 Studying the Preamble; p. 93 Peter and President Washington; p. 128-129 Bill of Rights exercise**

PO 2. Explain whether the events in the reading selection are real or fantasy

PO 3. Describe structural elements of poetry (rhyme, rhythm, repetition)

PO 4. Describe the literary elements of fiction and nonfiction

- **WTP – Not Applicable**

**R-F6. Read and comprehend consumer information such as forms, newspaper ads, warning labels and safety pamphlets**

PO 1. Explain the meaning of specific signs (traffic, safety, warning)

- **WTP – NA**

PO 2. Restate information found in consumer literature (...newspapers...)

PO 3. Compare information in written advertisements

- **WTP – Examples: Newspaper articles p. 87 #4; p. 94 #6; p. 98 #4; 102 #3; also Unit Five political signs and ads**

PO 4. Fill out a variety of forms (contest entry, requests for information)

- **WTP – NA**

**R- F7. Follow a list of directions and evaluate those directions for clarity**

PO 1. Follow a set of written directions

PO 2. Evaluate written directions for sequence and completeness

- **WTP – “Problem Solving” and “Reviewing and Using the Lesson” provide ample opportunity to read and evaluate directions for clarity**

**R-F8. Recognize the historical and cultural perspectives of literary selections**

**Note: for instructional purposes – not for state assessment**

PO 1. Identify similarities and differences relating to theme, plot, setting, character and point of view in literature from different cultures

- **WTP – NA**

PO 2. Compare real-life experiences to events, characters and conflicts in literary selections from different cultures

- **WTP – Examples: While not in the text, teachers can introduce historical and cultural perspectives on democracy or constitutional rights in other countries, El Salvador or South Africa, for example. Students can also examine British documents, such as the Magna Carta for their cultural and historical perspective**

- PO 3. Recognize that some words in literary selections come from a variety of cultures
- **WTP – NA**

### **Essentials (Grades 4-8)**

#### **R-E1. Use structural analysis skills such as identifying root words, prefixes, suffixes and word origins to decode words unfamiliar in print**

- PO 1. Identify root words  
PO 2. Infer meanings of words in a selection through knowledge of prefixes and suffixes  
PO 3. Confirm meaning of words using context clues
- **WTP – Examples: p. 24-25 What is Civic Virtue, and Unit Five provide good places to understand *root words* and *meanings*; Words such as civic virtue, citizen, common welfare, community are interspersed throughout the text**

#### **R-E2. Use reading strategies such as making inferences and predictions, summarizing, paraphrasing, differentiating fact from opinion, drawing conclusions, and determining the author’s purpose and perspective to comprehend written selections**

- PO 1. Identify the main ideas; critical and supporting details; and the author’s purpose, feelings and point of view of the text  
PO 2. Distinguish fact from opinion  
PO 3. Summarize the text in own words (assessed at district level only)  
PO 4. Compare and contrast the text (characters, genre, cultural differences, fact, fiction)  
PO 5. Determine cause-and-effect relationships  
PO 6. Identify the text in chronological, sequential, or logical order  
PO 7. Make an inference using contextual clues
- **WTP – Examples: The We the People text offers many opportunities to fulfill the objectives for R-E2: Most “Problem Solving” exercises; p. 76-80 exercise, “How would you organize your government” gives students discussion time and time to differentiate and understand the objectives; also, p.119-123, “What is equal treatment”**

#### **R-E3. Analyze selections of fiction, nonfiction and poetry by identifying the plot line (beginning, conflict, rising action, climax and resolution); distinguish the main character from minor ones; describing the relationship between and motivations of characters; and making inferences about the events, setting, style, tone, mood and meaning of the selection**

- PO 1. Distinguish the main characters from the minor characters  
PO 2. Summarize the plot line to include cause and effect  
PO 3. Explain the interaction of major and minor characters in a selection

- PO 4. Draw defensible conclusions based on events and settings  
PO 5. Differentiate fiction, nonfiction and poetry based on their attributes  
PO 6. Explain cause and effect within the plot

- **WTP – A text, and not a “literary work” or poetry, the story of the making of the Constitution can be read and studied to distinguish main characters, such as the “Founders” and the “Framers”, and the “Colonists” and so on. The plot is truly on-going, as the Constitution is a fluid document. New characters and plots appear continuously**

**R-E4. Identify the author’s purpose, position, bias, and strategies in a persuasive selection**

- PO 1. Identify the author’s purpose and use of details to support the purpose  
PO 2. Describe the author’s use of strategies to convince or persuade

- Bandwagon (**WTP – NA**)
- Peer pressure (**WTP – NA**)
- “loaded” words (**WTP – NA**)

- PO 3. Identify the author’s bias

- **WTP – The text’s author’s purpose is to convey the story of the Constitution. The “detail” is enormous, documents, essays, case studies, maps, cartoons are all introduced to support the author’s purpose. This text offers great opportunity for critical-thinking and opinion-forming on a variety of topics**

**R-E6. Compare and contrast the historical and cultural perspectives of literary selections**

- PO 1. Compare one author’s perspective of a historical character, setting or event with another historical or contemporary literary selection (essays, autobiographies, fiction, nonfiction)

- PO 2. Compare the lives and experiences of characters in history to present-day individuals who have similar goals or face similar challenges

- **WTP – Examples: This PO is perfect for Unit Five, the Role of Citizens. There are endless comparisons that could be made between historical characters and present-day individuals (and personal experience)**

- PO 3. Compare versions of traditional or contemporary literature from different cultures for similarities and differences related to theme, plot, character, setting and point of view

- **WTP – Examples: lesson 9 on the North-South Divide on Ending Slavery provides for great *perspective* discussions; students could also compare and contrast the Magna Carta with the documents that came from the Founding Fathers**

## **Standard 2: Writing**

### **Foundations (Grades 1-3)**

#### **W-F1. Use the writing process, including generating topics, drafting, revising ideas and editing, to complete effectively a variety of writing tasks**

PO 1. Generate topics through prewriting activities (brainstorming, webbing, mapping, drawing, writer's notebook, K-W-L charts, scaffolds, group discussion)

PO 2. Align purpose (to entertain, inform, communicate) with audience

PO 3. Write a first draft with the necessary components for a specific genre

PO 4. Revise draft content (organization, relevant details, clarity)

PO 5. Edit revised draft using resources (dictionary, word lists and banks, thesaurus, spell checker, glossary, style manual, grammar and usage reference)

PO 6. Proofread revised draft

PO 7. Present final copy according to purpose (read aloud, display, publish, mail, send, perform)

- **WTP – Most “Problem Solving” and “Reviewing and Using the Lesson” give students opportunity to generate topics, brainstorm, submit drafts, edit, proofread, and so on. See, for example, p. 2, Class Projects; p. 40-41 “Problem Solving,” re-write the Declaration of Independence**

#### **W-F2. Use correct spelling, punctuation, capitalization, grammar and word usage, and good penmanship to complete effectively a variety of writing tasks**

In final copy of student's own writing tasks:

PO 1. Spell high frequency words correctly

PO 2. Punctuate endings of sentences

PO 3. Capitalize sentence beginnings and proper nouns

PO 4. Use standard, age-appropriate grammar and word usage (basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)

PO 5. Write legibly

- **WTP – Throughout the text! Teachers simply have to require it, and evaluate it.**

#### **W-F3. Write a personal experience narrative or a creative story that has a beginning, middle, and end and uses descriptive words or phrases to develop ideas and advance the characters, plot, and setting**

PO 1. Write a narrative

- establish a beginning, middle, and end
- use sensory details to describe

Or

PO 2. Write a story

- use sensory details to describe setting and characters
- develop a story line with a problem and events leading to a solution
  - **WTP – Example: p. 69 #3, ‘write a letter home’ exercise**

**W-F4. Gather, organize and accurately, clearly and sequentially report information gained from personal observations and experiences such as science experiments, field trips, and classroom visitors**

PO 1. Record observations

PO 2. Write an introductory statement

PO 3. Report events sequentially

PO 4. Write a concluding statement

- **WTP – Examples: Opportunities to visit City Council meetings or invite guest speakers, such as legislators, will allow students to fulfill these PO’s**

**W-F5. Locate, acknowledge and use several sources to write an informational report in their own words**

PO 1. Use resources (video tapes, magazines, informational books, reference materials, interviews, guest speakers, Internet) and report information in their own words

PO 2. Write an introductory statement, followed by details to support the main idea

PO 3. List resources used by title

- **WTP – “Problem Solving” and “Reviewing and Using the Lesson” give students opportunity to consult other resources, books, Internet, video, magazines, government documents and so on to complete these PO’s**

**W-F6. Write well-organized communications, such as friendly letters, memos and invitations, for a specific audience and with a clear purpose**

PO 1. Organize content, including necessary components of the selected format, for a specified audience

PO 2. Place commas correctly in components (heading, greeting, closing, address) unique to letters, memos, invitations

- **WTP – Examples: p. 40, write a letter to a newspaper; p. 57 #3, write an article for the newspaper**

**Essentials (Grades 4-8)**

**W-E1. Use correct spelling, punctuation, capitalization, grammar and usage, along with varied sentence structure and paragraph organization, to complete effectively a variety of writing tasks**

- PO 1. Spell correctly
- PO 2. Punctuate correctly (sentence endings, commas in a friendly letter's greeting and closing, commas in a series, abbreviations, quotations in dialog, apostrophes)
- PO 3. Apply rules of capitalization (sentence beginnings, titles, abbreviations, proper nouns)
- PO 4. Apply standard grammar and usage (subject-verb agreement, simple and compound sentences, appropriate verb tense, plurals)
- PO 5. Organize paragraphs with a variety of sentence structures (simple, compound)
  - **WTP – Throughout the text! Teachers simply have to require it, and evaluate it.**

**W-E2. Write a personal experience narrative or creative story that includes a plot and shows the reader what happens through well-developed characters, setting, dialog, and themes and uses figurative language, descriptive words and phrases**

- PO 1. Write a personal experience or narrative
  - develop a story line and a sequence that is clear
  - use descriptive words and phrases

Or

- PO 2. Write a story
  - develop a story line in a sequence that is clear
  - develop the characters
  - describe the setting
  - use dialog when appropriate
  - use descriptive words and phrases
    - **WTP – Examples: p. 69 #3, write a letter home; p. 76, “how would you organize the government”; p. 115, write a story about “prayer in school”; p. 149, “how to be a responsible citizen”**

**W-E3. Write a summary that presents information clearly and accurately, contains the most significant details and preserves the position of the author**

*Grades 4-5 for instructional purposes only*

- **WTP – Any “Reviewing and Using the Lesson” will allow for the completion of this objective; see p. 92, Peter and President Washington**

**W-E4. Write an expository essay that contains effective introductory and summary statements and fully develops the ideas with details, facts, examples, and descriptions**

*Grades 4-5 for instructional purposes, not for state assessment*

- **WTP – Examples: p. 24 #2, “explain a situation in which you think you should do something for yourself instead of trying to help others”;**

**p. 31-33, 'Life on a Sailing Ship' exercise; p. 49, "Reviewing and Using the Lesson"; p. 94, "Reviewing and Using the Lesson"; p. 122, the 'Case of Clarence Gideon'; p. 146-147, 'What decision would you reach?'**

**W-E5. Write a report that conveys a point of view and develops a topic with appropriate facts, details**

PO 1. Write a report in your own words that states, develops, and provides a concluding statement for a point of view (perspective) about a topic that is narrow enough to be adequately covered

PO 2. Use logical sequences (including transitional words and phrases such as first, next, then)

PO 3. Provide support through facts, details, examples or descriptions that are appropriately, directly related to the topic and from a variety of cited sources

- **WTP – Examples: p. 52-53, 'Create a Constitution' exercise; p. 58-59, Problem Solving, "How many representatives should your state have?"; p. 98, "Reviewing and Using the Lesson"; p. 111 #2,#3, #4, essay possibilities on the First Amendment; p. 118, 123, 130, 136, "Reviewing and Using the Lesson"**

**W-E6. Write formal communications, such as personal or business letters, messages, directions and applications, in an appropriate format and for a specific audience and purpose**

PO 1. Write a formal communication in an appropriate format for a specific audience and purpose

PO 2. Organize ideas in a meaningful sequence using transitional words or phrases (first, next, then)

PO 3. Express ideas that are clearly and directly related to the topic

- **WTP – Examples: p. 40, Problem Solving; p. 57 #3, 'write a newspaper article'**

**W-E7. Write a report to a literary selection by supporting their ideas with references to the text, other works or experiences**

PO 1. Write a clear response supported with examples from the text, other works or experiences

PO 2. Relate own ideas to supporting details in a clear manner

PO 3. Organize response with a clear beginning, middle, and and

- **WTP – Examples: p. 41, 'rewrite the Declaration of Independence'; p. 72, 'Study the Preamble' (It's easy to find supporting material in books and on the Internet for comparison purposes and to strengthen an argument.)**

**W-E8. Demonstrate research skills using reference materials such as a dictionary, encyclopedia and thesaurus to complete effectively a variety of writing tasks**

PO 1. Implement a research strategy that includes:

- selecting appropriate source for a specific research purpose
- utilizing reference materials
- informational trade books, multimedia sources, Internet
- writing a paraphrase of information from a source
- recording relevant information taken from a research source
- incorporating notes into a finished product
  - **WTP – Examples: All Units in the We the People text provide ample opportunity for students to select a research topic and implement a research strategy that incorporates the above objectives. It is up to the teacher to assign the paper, give appropriate directions, and evaluate the work systematically**

**Standard 3: Listening and Speaking**

**Foundations Grades 1-3**

LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events and other information

LS-F2. Give and follow multiple-step directions

LS-F3. Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts or opinions for a variety of speaking purposes such as giving directions, relating personal experiences, telling a story or presenting a report

- **WTP – Examples: Almost all “Problem Solving” exercises call for the use of appropriate and effective vocabulary and logical sequencing, following directions, and preparing and delivering information. “Problem Solving” invites discussion in a small group setting, as well as in a larger class setting.**
- **See, for example, p. 84-86, ‘How should Senator Smith vote?’; p.110-111, ‘When should freedom of expression be limited?’; p. 146-147, ‘What decision would you reach?’**

**Essentials Grades 4-8**

LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience

LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience

LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee

LS-E4. Predict, clarify, analyze and critique a speaker's information and point of view

- **WTP – Examples: Almost all “Problem Solving” exercises allow for the preparation and delivery of speeches and reports. Peer evaluators can be used to clarify, analyze, and critique a speaker's information and point of view**

#### **Standard 4: Viewing and Presenting**

##### **Foundations Grades 1-3**

VP-F1. Recognize different types of visual media

VP-F2. Plan and present a report using two or more visual media

VP-E3. Access, view, and respond to visual forms such as computer programs, videos, artifacts, drawings, pictures and collages

VP-E4. Interpret visual clues in cartoons, graphs, tables and charts that enhance the comprehension of text

- **WTP – Examples: Throughout the text there are cartoon, maps, graphs, tables and charts that students can recognize, access, utilize, and interpret; see p. 2 ‘Class Project’ Ideas; p. 20 #4 ‘Draw a cartoon’; p. 33 #3 ‘Role play a board of inquiry...’; p. 99-100, View an illustration and interpret it; p. 102, Draw a cartoon**
- **WTP – Examples: Throughout the text there are cartoon, maps, graphs, tables and charts that students can interpret, see p. 14, #6&7, ‘Look at a map of the US and find your state’**

##### **Essentials Grades 4-8**

VP-E1. Analyze visual media for language, subject matter and visual techniques used to influence opinions, decision making and cultural perceptions

VP-E2. Plan, develop and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines and computer images

VP-E3. Compare, contrast and establish criteria to evaluate visual media for purpose and effectiveness

- **WTP – Examples: WTP lends itself to viewing a variety of media for language, subject matter and visual techniques – Video tapes on the History of the Constitution and Websites will provide material to analyze**
- **Students can use the “Problem Solving” and Reviewing and “Using the Lesson” to generate topics for any number of presentations utilizing multi-media**
- **While not in the text, teachers / librarians should inform students of the criteria used to evaluate their sources: Primary Documents; Essays; Histories and evaluations of the Primary Documents and the Interpretation of the event surrounding the making of the US Constitution. Librarians can give students an Internet lesson on how to differentiate between sites that are .gov, or .edu, or .org, or .com, etcetera, and how to question all sources by seeking others to verify or discount**