



Better Readers, Better Voters

READ WITH UNDERSTANDING
Low-Intermediate ABE

Portland Group

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EFF Role Map: Citizen / Community Member
Key Activity: Become and Stay Informed: Find, interpret, analyze and use diverse sources of information, including personal experience.
EFF Standard: Read With Understanding

I. Class Goal/Life-Based Task

Students will read with understanding the *Easy-to-Read Voting Guide* (ERVG)¹ in order to prepare to participate in the Oregon Student Mock Election and/or the November General Election.

II. Types of Texts to Be Used

- Magazine articles
- Newspaper articles
- Internet articles
- Community posters/brochures/booklets
- Information books
- Other: *Easy-to-Read Voting Guides (ERVG)**

III. Overview of Unit

First, students will be introduced to and familiarized with the *Easy-to-Read Voting Guide* through their use of the guide to find election information. Next, students will learn and demonstrate several comprehension strategies and vocabulary terms to facilitate their use of the guide as a means to access relevant information necessary for voting.

IV. Assumptions

Although some of the students in the class may not be registered or eligible voters, the intention of the unit is to help prepare these students for the voting process and provide a better understanding of voting issues. The students will be familiar with the *Read With Understanding* content standard. This unit also assumes that students need/want to learn text marking strategies. The intended culminating activity is participation in the Oregon Student Mock Election, although an in-class voting activity could be substituted.

¹ This guide gives information to help low skilled readers vote. It tells them how to register to vote and provides neutral information on issues and candidates.

* primary text

It is also assumed that students will have participated in a previous discussion of the upcoming election and their involvement in the voting process. Students will have been introduced to text marking and highlighting previously. The lessons using these strategies will be a review of skills previously taught, and will focus on using these skills within the context of voting and civics.

Fluency is not explicitly taught in this unit, but it should be a focus of reading instruction for low-intermediate readers and is addressed within several of the lessons. It is also assumed that the students have already received instruction in consonant blends, short vowels, and syllabication.

V. RWU Components

Components of Standard	How teacher will support students
Determine the reading purpose. <i>(Why am I reading <u>this</u>?)</i>	<ul style="list-style-type: none"> • Lead group discussion about voting, importance / why vote, role voting plays in democracy and make a list that can be referred back to throughout the unit. • Brainstorm ideas about voting. Ask: Why read this voters guide? What do you want to learn from this guide? (Example: issues, candidates, how to)
Select appropriate reading strategies. <i>(What strategies can I use?)</i>	<ul style="list-style-type: none"> • Use text features to find basic information in simple/simplified informational texts. • Provide direct instruction on marking title, headings, subheadings, key words, bolded print, make note of any other visual print clues or changes in format. • Identify prior knowledge or experience that affects own interpretation. • Apply prior knowledge about English grammar, everyday life, personal experience and interests, and cultural understandings to support comprehension.
Monitor comprehension and adjust reading strategies. <i>(What do I understand?)</i>	<ul style="list-style-type: none"> • Ask students to retell. • Answer questions posed by self and others. • Use simple text markings (e.g., highlighting and underlining). • Adjust reading pace.
Analyze the information and reflect on its underlying meaning. <i>(What are the relationships between ideas?)</i>	<ul style="list-style-type: none"> • Distinguish between fact and opinion. • Identify stated and unstated messages/themes.
Integrate with prior knowledge to address reading purpose. <i>(Does this add to what I already know?)</i>	<ul style="list-style-type: none"> • Extend, revise and/or re-organize prior knowledge to address reading purpose. • Act on information provided in the text by participating in the Oregon Student Mock Election or a similar classroom extension activity.

VI. Teaching and Learning Objectives Overview

Comprehension Strategies

1. Locate information in a simple text.
2. Use text features to find basic information.
3. Apply prior knowledge to support comprehension.
4. Monitor and enhance comprehension by using the text marking strategy.
5. Adjust reading strategies when appropriate.
6. Analyze information for fact and opinion.
7. Reflect on meaning and application.
8. Apply reading strategies such as text marking, brainstorming, questioning and review.

Alphabetics

9. Correctly pronounce political terms.

Vocabulary

10. Define common meaning of words found in everyday text.
11. Define meaning of words related to politics and voting.

Fluency

12. Read simple text (aloud and silently) accurately and easily.

Lesson 1: Previewing Text

Focus: Comprehension Strategies

Class Goal: Introduce students to the ERVG. Familiarize the students with the information available in the guide, so they would be capable of using the guide on their own in future elections.

Teaching and Learning Objectives

- Locate requested information in the *Easy-to-Read Voting Guide*.
- Use text features to find basic information in the ERVG.

Time: 90 minute class

To Prepare

- Save list of brainstormed ideas of how voters get information.
- Prepare copies of handouts.

Materials

- *Easy-to-Read Voting Guide (2006)*
- Flip chart paper and markers
- Reading with Understanding (RWU) Poster (Handout 1), p. A1
- Vocabulary Self-Assessment (Handout 2), p. A2
- Scavenger Hunt (Handout 3), pp. A3-1 – A3-2

Review

1. Propose the Class Goal to students and lead a discussion about whether this sounds like something they would like to do. Revise as necessary based on their input. Ask students to recall last week's discussion of upcoming elections and the survey of who in the class had ever voted on anything.

2. Lead a discussion on the kinds of things that influence the way that people vote. Ask students how voters decide on issues or for candidates.
 - Ask students to work in small groups and brainstorm together what they know about how people decide on issues or candidates when voting.
 - After small group discussion, do a round robin, each group giving one idea at a time, and have small groups share with the large group. List responses on flip chart paper and save for later.
 - Remind students that one of the things they listed was the “voter’s guide”/ “mail booklet.” Share the *Easy-to-Read Voting Guide (2006)* for the class to explore for the upcoming election.

Teaching and Learning Activity

3. With large group, refer to the RWU Standard Poster in the classroom (Handout 1). Ask students what would be the purpose of reading the *Easy-to-Read Voting Guide*.
4. Ask the students to predict what sort of information they think the *Easy-to-Read Voting Guide* would tell them.
 - Ask students what they think readers do to quickly learn what’s in a document like the *Easy-to-Read Voting Guide*.
 - Guide the discussion to include scanning and/or looking at headings as a way of previewing what is to be read.
 - Talk with students about how there will be words they may encounter in the voting guide that are specifically related to voting and elections. Use Handout 2, Vocabulary Self-Assessment with the students.
 - Ask students what it means to scan a document.
 - Scan the *Easy-to-Read Voting Guide (2006)* with the class.
 - Go page by page and guide students to notice the headings, text clues, graphics, categories, diagrams and symbols and words in bold.
 - Draw their attention to page format changes between the candidates and the ballot measures.
 - Notice the significance of the format (i.e., bold face, indentation, font size, etc.) and the information you can get about each ballot measure.
5. Lead the class through a particular ballot measure, looking for key information that can be found using scanning tools.
 - Ask students for the main idea of the ballot measure. Example – page 18 of the ERVG has ballot measure # and a phrase that tells you what the measure is about.
 - Ask students to locate where on the page they could find out how things are now regarding the issue.
 - Ask students to locate on the page where they could find what changes the ballot measure could create.
 - Ask students to locate information on the costs of such a change.

- Ask students what general information for voters is located on the bottom half of the page.

Assessment

6. In Pairs for the purpose of assessment:
 - Tell students that they are going to have a Scavenger Hunt to practice scanning for information and to become more acquainted with the helpful tool for Oregon voters.
 - Discuss what a scavenger hunt is and how they can use scanning to help them find information to complete the *Easy-to-Read Voting Guide* Scavenger Hunt.
 - Pass out Scavenger Hunt (Handout 3). In pairs, students scan the *Easy-to-Read Voting Guide* for information.

Conclusion

7. Share student results of the Scavenger Hunt with the whole group and talk about how scanning helped do the hunt. Be sure to ask students:
 - “What was especially useful and what was more difficult?”
 - “When might you scan other material?”

Examples: bills, pay checks, newspapers, phone books, previewing a chapter, answering questions, or looking at an owner’s manual.

Lesson 2: Introduction to Voting Vocabulary

Focus: Vocabulary

Class Goal: Familiarize students to vocabulary found in the ERVG.

Teaching and Learning Objective

- Define common meaning in words found in everyday text.
- Define meaning of words related to politics and voting.

Secondary Focus: Alphabetics

Teaching and Learning Objective: Correctly pronounce political terms.

Time: 90 minute class or spread out across several lessons

To Prepare

- Copy Vocabulary Words and Definitions (Handout 4), p. A4.
- Make definition cards to give to students.
- Create potential sentences for use with missing vocabulary words.

Materials

- Index cards
- Flip chart paper and markers
- Definitions printed out in large font
- Tape

Review

1. Have students refer to the Vocabulary Self-Assessment (Handout 2), completed in Lesson 1. Lead discussion about words students identified as unfamiliar.

Teaching and Learning Activity

2. Write one of the vocabulary words on the white board or flipchart paper.
3. The teacher pronounces the word for the students and then the students choral read the word at least two times.
4. Ask students to look at their definition cards and see if one of them has a definition that they think would match the word they just pronounced. Ask students “Have you heard this word before?” “How was it used?” “Are there any clues in the word itself?” Have the students bring the definition up to the board or chart and tape it next to the word. Ask the student to read the definition out loud and ask the class if they agree with the match. Let students know they will be getting a handout with the words and definitions, so they do not need to worry about writing down the definitions.
5. Ask students for a volunteer to use the word in a sentence. If no one volunteers then the teacher can supply an example. Repeat first five steps until all ten vocabulary words are covered.

Assessment

6. Teacher’s choice of appropriate activity.

Conclusion

7. Ask students if they have seen the words from the vocabulary list before and discuss the benefits of being more familiar with the terms. Point out that many people have difficulty with political terms and encourage students to practice the vocabulary list.

Lesson 3: Modeling the Reading Process

Focus: Comprehension Strategies

Class Goal: Use text marking to increase comprehension of the ERVG.

Teaching and Learning Objectives

- Use text features to find basic information in simple/simplified informational texts.
- Apply prior knowledge to support comprehension.
- Monitor and enhance comprehension by using the text marking strategy.
- Read for fluency.

Time: 60 minutes, or taught in segments over time.

To Prepare

- Read through *Easy-to-Read Voting Guide (2004)* Ballot Measures and mark text to create a model of text marking for students.
- Choose a ballot measure to discuss together and individually.
- Make a transparency of the ballot measure.
- Prepare a rubric based assessment on previous teaching of text marking.

Materials

- Transparency, overhead, markers
- RWU Standard (poster or Handout 1, p. A1)
- Copies of the ERVG for all students, both 2004 and 2006 guides – available on line and at post offices, libraries, and Literacy Line
- Highlighters, pens/pencils – one per student

Review

1. Review text marking as a class. Discuss different kinds of text marking strategies and why it is helpful (writing in margin, coding text, arrows, highlighting, underlining, question marks, pictures, symbols, color coding, etc.).
2. Explain that the ERVG gives information to help people vote. Explain that the class will review a ballot measure from 2004 to practice text-marking, and that they will then try it on their own and have a small group discussion.

Teaching and Learning Activity

3. Choral read the ballot measure as a class in order to practice fluent reading. Have students read the ballot measure with a partner, as though they were doing a TV political ad or news broadcast.
4. Using the transparency and overhead, model text marking on a ballot measure from the 2004 ERVG for the purpose of identifying interesting ideas you want to remember or questions you have about what the text is saying. Explain why you have chosen certain text marks.
5. After modeling for one ballot measure, students will read through a current ballot measure and text mark on their own.
6. Students will review text marks in small groups and discuss what was important and useful in aiding them in the voting process and about what topics they have more questions.

Assessment

7. As an informal assessment, monitor students' use of text marking and provide feedback. Refer to the Text-Marking Assessment Rubric² to provide feedback to students, or develop your own rubric.
8. As a large group, discuss what and why individuals marked different information within the text.
9. Discuss whether or not, at this point, students find marking text to be helpful and why or why not. Probe for ways the strategy helped them focus their attention. Ask how text marking assisted them to monitor their comprehension. Suggest that students practice with text marking during the next few lessons and then decide if this strategy is a useful one. Ask students if text marking is an effective way for them to stay engaged with the text or have a dialog with the author.

² p. A10

Conclusion

10. Review the uses of text-marking, such as identifying personal interests and further questions. Inform students that in the next class they will discuss fact and opinion.
11. Explain that they will research different issues during the next class. Ask the students to come to class with issues in mind that are relevant to them.

Lesson 4: Applying Fact and Opinion Reading Strategies

Focus: Comprehension Strategies – Low Intermediate Level

Class Goal: Discriminate between facts and opinions.

Teaching and Learning Objectives

- Integrate prior knowledge to aid the reading process.
- Monitor and improve reading comprehension.
- Adjust reading strategies when appropriate.
- Analyze information – fact and opinion.
- Reflect on meaning and application.
- Apply reading strategies – text marking, brainstorming, questioning, and review.
- Monitor fluency through reading aloud text marked facts and opinions.

Time: 90 minutes, or taught in segments over time

To Prepare

- Transparencies or worksheets on Fact and Opinion (for practice).
- Brainstorming activity from Lesson One transcribed and printed.

Materials

- Overhead or handouts on Fact and Opinion (Handout 5, p. A5 and the Fact vs. Opinion worksheet available at http://www.educationoasis.com/curriculum/LP/LP_PDF%20Word/LA_Fact_vs_Opinion_Packet.pdf).
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- Two different colored highlighters for each student
- Ballot measure from the *Easy-to-Read Voting Guide (2004)*, make copies from http://oregonliteracy.org/publications/ervg_archive/ervgwebver.pdf
- Ballot measure from the *Easy-to-Read Voting Guide (2006)*, or a more recent version, make copies from http://oregonliteracy.org/publications/ERVG_2006.pdf
- Reading With Understanding (Handout 1), p. A1
- Fact and Opinion Assessment (Handout 6), p. A6

Review

1. Review text marking strategies with the class.
2. Discuss why each student marked their ballot measure differently (Lesson 2).
3. Lead the class in a discussion on the definitions of “Fact” and “Opinion.”
4. Tell students that one component of reading with understanding is learning to analyze and reflect on the underlying meaning of what is read.

Teaching and Learning Activity

5. Generate and answer questions about the students’ purpose for reading the *Easy-to-Read Voting Guide*. Refer back to the Lesson 1 discussion on this subject.
6. Introduce the concept of improving reading comprehension and understanding the author’s purpose through the reading strategy of distinguishing between fact and opinion. Explain that a fact is information that can be proven true through objective evidence; an opinion is a belief, judgment, or conclusion that cannot be objectively proven true. Both facts and opinions can be valuable to the reader. However, it is important to recognize the difference. Discuss these concepts with the class as a whole and practice distinguishing between fact and opinion using the ballot measures from *Easy-to-Read Voting Guide* for 2004 and 2006 (or more recent version).
7. As a large group review the ballot measure from the 2004 election that was text marked in the previous lesson or choose one for the current ERVG. Demonstrate highlighting facts in one color and opinions in a different color.
8. For more guided practice have the class review their brainstorming list from the first lesson. (This list should have been transcribed and printed so that all of the students can read it.) Go through each idea and sort them as either fact or opinion. The teacher may want to add some additional facts and opinions to the original list as necessary.
9. Have students apply these skills (highlighting and distinguishing between fact and opinion) by reading the *Easy-To-Read Voting Guide (2006)* ballot measure individually and highlighting each fact they read in one color and each opinion they read in a different color.
10. Have students continue to apply these skills by reviewing in small groups what they each highlighted as fact vs. opinion. Have students analyze and compare their particular highlighting and their reasons for it.
11. Each group will report to the rest of the class their highlighted facts and opinions. Have students read aloud the section of text they highlighted as facts. Then have students

read aloud the sections they highlighted as opinions. Discuss how their thinking on these ballot issues has changed.

Conclusion

12. Review fact and opinion definitions.
13. Reflect on how these skills will aid in their future reading of ballot measures/political readings.
14. Brainstorm what other types of reading materials they might apply these new reading strategies to in the future.
15. Discuss the idea of verifying or looking up information (facts) and what types of sources may be useful.

Assessment

16. Have students complete the Fact and Opinion Assessment (Handout 6). Students should score 8 out of 10 correct.

Additional Activities

Use the internet and look up a recent newspaper – for example www.usatoday.com or *News for You*, a publication from New Readers Press.

- Write down the name and date of the paper
- Write down one fact from the paper
- Write down one opinion from the paper

Look up a movie review site for a review of a recent movie.

- Write down the name of the movie and the reviewer
- Write down one fact the reviewer included about the movie
- Write down one opinion the reviewer expressed about it

Go to a book site such as www.amazon.com and look up a review of your favorite book.

- Write down the name of the book and reviewer
- Write down one fact the reviewer included
- Write down one opinion the reviewer included

Culminating Activity

17. Use the following process to help students use the skills they've learned to address the class goal:
 - Review the Class Goal. Integrate and apply skills learned in Lessons 1, 2, and 3 by participating in the Oregon Student Mock Election in your class. Explain how the Mock Election works, if students will be participating. Curriculum information is available at www.lwvor.org from the League of Women Voters of Oregon.
 - Explain that students will need to review relevant sections of the ERVG in order to help them decide which candidate to vote for and how to vote on each ballot measure.
 - Have students write a paragraph or prepare a presentation telling how they used their skills and what decision they reached. Encourage students to share any facts/opinions they read that led to their decisions.

Lesson 5: Review of Key Political Vocabulary

Focus: Vocabulary

Class Goal: Increase fluency and understanding of political vocabulary terms.

Teaching and Learning Objectives

- Define common meaning in words found in everyday text.
- Define meaning of words related to politics and voting.

Secondary Focus: Alphabetics

Teaching and Learning Objective: Correctly pronounce political terms.

Time: 90 minute class or spread out across several lessons

To Prepare

- Copy vocabulary words with definitions (Handout 4).
- Make definition cards to give to students.
- Create potential sentences for use with missing vocabulary words.

Materials

- Index cards
- Flip chart paper and markers
- Vocabulary Exercises (Handout 7), pp. A7-1 – A7-3
- Vocabulary Assessment (Handout 8), p. A8
- Definitions printed out in large font
- Items to toss for the “Hot Potato” Activity (whiteboard eraser, squish ball, or other classroom item)
- Tape

Review Activity

1. Have students in small groups play Vocabulary Hot Potato to review the words. Give each group a “hot potato” to toss (squish ball, eraser). The first person in the group says one of the vocabulary words and then tosses the “hot potato” to another group member, and that person must give the definition of the word. They then pick a new word and toss the “hot potato” to another person who must define the word. Continue until all the words have been defined.

Teaching and Learning Activity

2. Have students complete Handout 7 individually or in pairs.
3. Play Vocabulary Concentration
 - Have students get into pairs.
 - Give students a copy of the Vocabulary List with Definitions I (Handout 4) and 10 index cards.
 - Have the students write a vocabulary word on each index card with the definition below it.
 - Combine the two partners’ cards (this will give you doubles of each word).
 - Turn all the cards facedown so the words don’t show and play concentration.
 - Find the matching card for each word, BUT each time you turn over a card, pronounce the word and read the definition aloud.
 - When you make a match remove the cards and give yourself a point.

Additional Activity

4. Have the students go through the *Easy-to-Read Voting Guide* and highlight as many of the vocabulary words as they can find in 10 or 15 minutes. After the time is up, have the students share with the group words they have found.

Assessment

5. Use the activity in Handout 8 to assess the students’ understanding of the vocabulary words. Students should get 80% correct.

Conclusion

6. Teacher’s choice of appropriate activity.

REFERENCES

(1994). *Read With Understanding, Equipped For the Future Standard*. Retrieved November 19, 2007, from http://eff.cls.utk.edu/fundamentals/standard_read_with_understanding.htm.

Education World (2002). Fact vs. Opinion. Retrieved January 30, 2008 from http://www.educationoasis.com/curriculum/LP/LP_PDF%20Word/LA_Fact_vs_Opinion_Packet.pdf.

League of Women Voters of Oregon, Oregon Advocacy Center, and Oregon Literacy (2006). *Easy-to-Read Voting Guide: Oregon General Election November 7, 2006*. Retrieved August 10, 2007, from <http://www.oregonliteracy.org/publications/ervg.php>.

APPENDIX

Handout 1: Communication Skill: Read With Understanding (RWU Standard), p. A1

Handout 2: Vocabulary Self-Assessment, p. A2

Handout 3: Scavenger Hunt, pp. A3-1 – A3-2

Handout 4: Vocabulary Words and Definitions, p. A4

Handout 5: Fact or Opinion Worksheet/Overhead, p. A5

Handout 6: Fact and Opinion Assessment, p. A6

Handout 7: Vocabulary Exercises, pp. A7-1 – A7-3

Handout 8: Vocabulary Assessment, p. A8

Wordlist, p. A9

Text-Marking Assessment Rubric, p. A10

Handout 3 Answer Key: Scavenger Hunt Answer Key, pp. A11-1 – A11-2

Handout 5 Answer Key: Fact and Opinion Worksheet/Overhead Answer Key, p. A12

Handout 6 Answer Key: Fact and Opinion Assessment Answer Key, p. A13

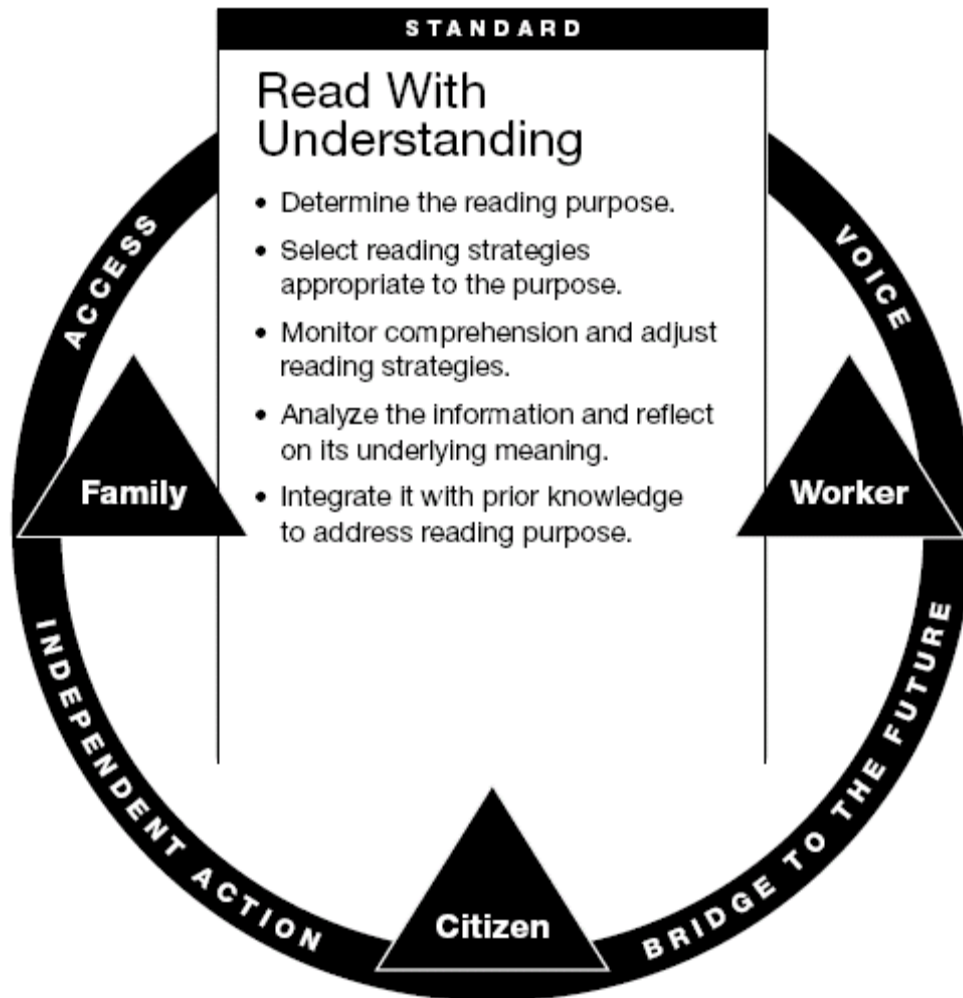
Handout 7 Answer Key: Vocabulary Exercises Answer Key, pp. A14-1 – A14-4

Handout 8 Answer Key: Vocabulary Assessment Answer Key, p. A15

COMMUNICATION SKILL

Read With Understanding

In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:



COMMON ACTIVITIES



- Gather, Analyze, and Use Information
- Manage Resources
- Work Within the Big Picture
- Work Together
- Provide Leadership
- Guide and Support Others
- Seek Guidance and Support From Others
- Develop and Express Sense of Self
- Respect Others and Value Diversity
- Exercise Rights and Responsibilities
- Create and Pursue Vision and Goals
- Use Technology and Other Tools to Accomplish Goals
- Keep Pace With Change

Vocabulary Self-Assessment

Directions: Think about each word. If you are unfamiliar with the word put a checkmark in the column “No Clue.” Otherwise, write a brief description of what you think the word has to do with in the column “I think it has something to do with...” If you are very familiar with the word and can use it in a sentence, do so in the last column and use more space on the back as needed.

Word	No Clue	I think it has something to do with...	I can use this word in a sentence. Here goes... (use back, if necessary)
Assume			
Bias			
Neutral			
Register			
Source			
Ban			
Ballot Measure			
Nonpartisan			
Amendment			
Candidate			

Scavenger Hunt

Directions: Use the *Easy-to-Read Voting Guide (2006)* to find the answers:

1. What is the Date of the General Election?

2. When is the last day to register to vote?

3. What page does information on Ballot Measures start?

4. I am 21, a legal resident of the U.S. and live in Pendleton. Can I vote?

5. Which political party has a healthcare plan for Oregon as a part of their platform?

6. How long do U.S. Representatives stay in office?

7. Which candidate for U.S. Representative in District 2 was not a small business owner?

8. What does the symbol with an eye with a circle around it and a line diagonally going through it mean?

9. How many Districts are there in Oregon for U.S. House of Representatives?

10. Who are Joe Heating, Ted Kulongoski, Richard Morley, Mary Starrett and Ron Saxton?

11. What symbol is used to tell reasons to vote for or against a Ballot Measure?

12. What is the number of the Ballot Measure that would allow any Oregon resident to participate in the Oregon Prescription Drug Program?

13. Which Ballot Measure would cost the state the most?

14. What is the phone number for Oregon Literacy where I can get more copies of the Easy Reader Voters Guide?

Vocabulary Words and Definitions

Vocabulary Word	Definition
Ban	To forbid something
Amendment	A change in a law or on the constitution
Non-partisan	Not belonging to a political party
Candidate	The person running to be elected for a governmental office
Ballot measure	A law created by the voters not the government
Assumed	To take for granted, suppose
Source	Person or place where information comes from or is obtained
Bias	Prejudice, favoring one side too much
Neutral	On neither side in a quarrel, war or issue
Register	To sign up to vote or to sign up for a class

Fact or Opinion Worksheet/Overhead

Directions: Write “F” for fact beside the statements below which are facts. Write and “O” for opinion beside the statements below that are opinions.

- _____ 1. You can vote by mail in Oregon.
- _____ 2. It’s fun to vote by mail.
- _____ 3. All politicians are bad.
- _____ 4. The president is the head of the executive branch of government.
- _____ 5. The ballot is a pretty color.
- _____ 6. You should vote for the tallest candidate.
- _____ 7. The general election is in November.
- _____ 8. Only U.S. citizens can vote.
- _____ 9. You do not have to fill out the whole ballot for your vote to count.
- _____ 10. Only smart people should vote.

Fact and Opinion Assessment

Directions: Circle the word Fact or Opinion for each statement.

1. Jack Roberts has been a lawyer, elected official, and head of a private company.

FACT OPINION

2. Government should not be able to force owners to sell their land to resell to another person.

FACT OPINION

3. Solar, wind and water must become our sources of energy.

FACT OPINION

4. David Wu lives in Hillsdale.

FACT OPINION

5. Voters should be able to vote for judges based on education and experience, not on where they live.

FACT OPINION

6. Passing Measure 41 would cost the state about \$114,000 more per year.

FACT OPINION

7. Measure 47 goes too far and may make it harder for people to support the candidates and issues they care about.

FACT OPINION

8. Parents should know if their daughter is about to have an abortion.

FACT OPINION

9. The last day to register to vote is October 17th, 2006.

FACT OPINION

10. Measure 45 would set term limits for state lawmakers if passed.

FACT OPINION

Vocabulary Exercises

Ban	To forbid something
Amendment	A change in a law or on the constitution
Non-partisan	Not belonging to a political party
Candidate	The person running to be elected for a governmental office
Ballot measure	A law created by the voters not the government
Assumed	To take for granted, suppose
Source	Person or place where information comes from or is obtained
Bias	Prejudice, favoring one side too much
Neutral	On neither side in a quarrel, war or issue
Register	To sign up to vote or to sign up for a class

Exercise I

Rewrite the vocabulary words in alphabetical order.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |
-

Exercise II **Read the paragraph below and underline the vocabulary words.**

Bob went to the county office to register his name for voting. They asked if he was a Republican, a Democrat or a non-partisan voter. They showed him the voter's pamphlet and he saw the list of candidates running for state offices. There was also a ballot measure that would make hunting bears in Oregon illegal. This law would ban bear hunting in the state. Because he'd seen ads on T.V. from animal rights organizations showing bloody pictures of killed bears, Bob assumed that they were also the source of this information about the bill in the voter's pamphlet. Bob thought because this group felt so strongly about killing animals, maybe their ads were biased and didn't show both sides of the question. He wondered what a neutral group might say on this question, someone who could look at both sides equally. The last thing he looked at was information from a group that wanted to change the state's constitution by passing an amendment to the constitution to ban gay marriage. He saw that the source of this amendment was a Christian organization. He knew that he was pretty neutral on the subject but some of his Christian friends were very biased against gay people. He was excited to vote in this election because there were some interesting things to express his opinion about through voting.

Exercise III

1. Highlight the six consonant blends in yellow.
2. Mark each short vowel sounds with short vowel sound marker. For example, ŭ.
3. Circle the words that have three or more syllables.

Ban

Nonpartisan

Neutral

Assume

Bias

Ballot measure

Amendment

Candidate

Register

Source

Exercise IV

Draw a line to match the words to the correct definitions.

Ban	A change in a law or on the constitution
Amendment	A law created by the voters not the government
Non-partisan	The person running to be elected for a governmental office
Candidate	To sign up to vote or to sign up for a class
Ballot measure	To forbid something
Assumed	Prejudice, favoring one side too much
Source	To take for granted; or suppose
Bias	Person or place where information comes from or is obtained
Neutral	On neither side in a quarrel, war or issue
Register	Not belonging to a political party

Exercise V

Which vocabulary word belongs in each group?

illegal
forbidden

balanced viewpoint
no favor

a change
an improvement

prejudiced
opinionated

applicant
seeker

the beginning
cause

enroll
Enlist

to believe
to guess

Vocabulary Assessment

Read the paragraph below and choose the vocabulary list word to fill in the blank.

Bob went to the county office to _____ his name for voting. They asked if he was a Republican, a Democrat or a _____ voter. They showed him the voter's pamphlet and he saw the list of _____ running for state offices. There was also a _____ that would make hunting bears in Oregon illegal. This law would _____ bear hunting in the state. Because he'd seen ads on T.V. from animal rights organizations showing bloody pictures of killed bears, Bob _____ that they were also the _____ of this information about the bill in the voter's pamphlet. Bob thought because this group felt so strongly about killing animals, maybe their ads were _____ and didn't show both sides of the question. He wondered what a _____ group might say on this question, someone who could look at both sides equally. The last thing he looked at was information from a group that wanted to change the state's constitution by passing an _____ to the constitution to _____ gay marriage. He saw that the _____ of this _____ was a Christian organization. He knew that he was pretty _____ on the subject but some of his Christian friends were very _____ against gay people. He was excited to vote in this election because there were some interesting things to express his opinion about through voting

Word List

Academic

1. Assume
2. Bias
3. Neutral
4. Register
5. Source
6. Ban

Content Related

7. Ballot Measure
8. Nonpartisan
9. Amendment
10. Candidate
- 11.

Text-Marking Assessment Rubric

Kind of Information	<u>3</u> Always relates to the text marking task	<u>2</u> Mostly relates to the text marking task	<u>1</u> Doesn't relate to the text marking task.
Amount of Information	<u>3</u> Seems to be about the right amount	<u>2</u> Text-marks too much; can't tell what's important	<u>1</u> Text-marks too little; important information isn't marked.
Strategies Used	<u>3</u> Uses a variety of text-marking strategies for task	<u>2</u> Uses only a few text-marking strategies for task	<u>1</u> Does not use text-marking strategies effectively for task

Scavenger Hunt Answer Key

Directions: Use the *Easy-to-Read Voting Guide (2006)* to find the answers:

1. What is the Date of the General Election?

November 7, 2006

2. When is the last day to register to vote?

October 17th

3. What page does information on Ballot Measures start?

Page 18

4. I am 21, a legal resident of the U.S. and live in Pendleton. Can I vote?

Yes

5. Which political party has a healthcare plan for Oregon as a part of their platform?

The Pacific Green Party

6. How long do U.S. Representatives stay in office?

The job lasts 2 years, then voters choose again.

7. Which candidate for U.S. Representative in District 2 was not a small business owner?

Jack Alan Brown, Jr. was not a small business owner.

8. What does the symbol with an eye with a circle around it and a line diagonally going through it mean?

It means that privacy is a right.

9. How many Districts are there in Oregon for U.S. House of Representatives?

There are five districts in Oregon for U.S. House of Representatives.

10. Who are Joe Heating, Ted Kulongoski, Richard Morley, Mary Starrett and Ron Saxton?

They are all candidates for governor.

11. What symbol is used to tell reasons to vote for or against a Ballot Measure?

Thumbs up or thumbs down.

12. What is the number of the Ballot Measure that would allow any Oregon resident to participate in the Oregon Prescription Drug Program?

Ballot Measure #44

13. Which Ballot Measure would cost the state the most?

Ballot Measure #47

14. What is the phone number for Oregon Literacy where I can get more copies of the Easy Reader Voters Guide?

503-244-3898 or 1-800-322-8715

Fact or Opinion Worksheet/Overhead Answer Key

Directions: Write “F” for fact beside the statements below which are facts. Write and “O” for opinion beside the statements below that are opinions.

F ____ 1. You can vote by mail in Oregon.

O ____ 2. It’s fun to vote by mail.

O ____ 3. All politicians are bad.

F ____ 4. The president is the head of the executive branch of government.

O ____ 5. The ballot is a pretty color.

O ____ 6. You should vote for the tallest candidate.

F ____ 7. The general election is in November.

F ____ 8. Only U.S. citizens can vote.

F ____ 9. You do not have to fill out the whole ballot for your vote to count.

O ____ 10. Only smart people should vote.

Fact and Opinion Assessment Answer Key

Directions: Circle the word Fact or Opinion for each statement.

1. Jack Roberts has been a lawyer, elected official, and head of a private company.

FACT

2. Government should not be able to force owners to sell their land to resell to another person.

OPINION

3. Solar, wind and water must become our sources of energy.

OPINION

4. David Wu lives in Hillsdale.

FACT

5. Voters should be able to vote for judges based on education and experience, not on where they live.

OPINION

6. Passing Measure 41 would cost the state about \$114,000 more per year.

FACT

7. Measure 47 goes too far and may make it harder for people to support the candidates and issues they care about.

OPINION

8. Parents should know if their daughter is about to have an abortion.

OPINION

9. The last day to register to vote is October 17th, 2006.

FACT

10. Measure 45 would set term limits for state lawmakers if passed.

FACT

Vocabulary Exercises Answer Key

Ban	To forbid something
Amendment	A change in a law or on the constitution
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Exercise I

Rewrite the vocabulary words in alphabetical order.

- | | |
|--------------------------|------------------------|
| 1. <u>Amendment</u> | 6. <u>Candidate</u> |
| 2. <u>Assumed</u> | 7. <u>Neutral</u> |
| 3. <u>Ballot measure</u> | 8. <u>Non-partisan</u> |
| 4. <u>Ban</u> | 9. <u>Register</u> |
| 5. <u>Bias</u> | 10. <u>Source</u> |
-

Exercise II**Read the paragraph below and underline the vocabulary words.**

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Exercise III

1. Highlight the six consonant blends in yellow.
2. Mark each short vowel sounds with short vowel sound marker. For example, ŭ.
3. Circle the words that have three or more syllables.

Băn	Nōnpartisan	Neutral
Assume	Bias	Ballot mēasure
Amēdmēnt	Cāndidate	Rēgister
Source		

Exercise IV

Draw a line to match the words to the correct definitions.

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a change
an improvement

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prejudiced
opinionated

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seeker

Candidate

the beginning
cause

Source

enroll
Enlist

Register

to believe
to guess

Assume

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