

Candidate's name: Joni Hesselgrave

Grade/Class/Subject:	Grade 6/7 English Language Arts	School:	Lakeview Elementary
Date:	Wednesday, March 2, 2022	Allotted Time:	60 minutes
Topic/Title:	Reading Editorials – “Reading like a Writer” (Part 2)		

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

<p><i>Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.</i></p> <p>The purpose of this lesson is to help students reach proficiency in “reading like a writer.”</p> <p>This includes practicing the react and respond and build word power strategies introduced yesterday, in addition to the “reading for understanding” strategies they learned last week (i.e., ask questions, infer, find clues to word meaning, interpret data, and synthesize).</p> <p>Students will utilize pre-reading strategies (previewing the selection and making predictions); during-reading strategies (synthesizing), and post-reading strategies (reacting and responding and building word power).</p> <p>At the end of this lesson, students will submit evidence of learning that will summatively assess their reading and understanding of editorials.</p>

2. CORE COMPETENCIES

Key resources: <https://curriculum.gov.bc.ca/competencies>

Core /Sub-Core Competencies (check all that apply):	Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.
<input checked="" type="checkbox"/> COMMUNICATION – Communicating <input checked="" type="checkbox"/> COMMUNICATION – Collaborating <input type="checkbox"/> THINKING – Creative Thinking <input checked="" type="checkbox"/> THINKING – Critical Thinking <input checked="" type="checkbox"/> THINKING – Reflective Thinking <input type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility	<p>C Communicating encompasses the set of abilities that people use to impart and exchange information, experiences, and ideas; to explore the world around them; and to understand and effectively use communication forms, strategies, and technologies. Communicating provides a bridge between peoples’ learning, their personal and social identity, and the world in which they interact. People who communicate effectively use their skills and strategies intentionally to ensure understanding their audience. They communicate in an increasing variety of contexts, for a variety of purposes, and often with multiple audiences.</p> <ul style="list-style-type: none"> • Students will use specific reading strategies to read and understand editorials (persuasive reports that communicate an opinion/point of view to a readership). • Students will communicate their understanding of an editorial within pairs or small groups, and the pairs or small groups will communicate their thoughts and communal understanding in writing (written responses to questions that they will hand in to the teacher).

C Collaborating involves the skills, strategies, and dispositions that people use to work together to pursue common purposes and accomplish common goals. People who collaborate effectively recognize how combining others' perspectives, strategies, and efforts with their own enhances collective understanding, use, and impact. They value the contributions of group members, interact supportively and effectively using inclusive practices, and strive for shared commitment and mutual benefit.

- Students will collaborate (respectfully and inclusively) in pairs or small groups as they work together to review an editorial, using the reading strategies discussed as a class to analyze, interpret, comprehend, and collectively understand the editorial.
- Students will collaborate in pairs or small groups to answer a selection of questions about the editorial, and then relay their understanding in written responses.

T Critical and Reflective Thinking encompasses a set of abilities that students use to examine their own thinking and that of others. This involves making judgments based on reasoning, where students consider options, analyze options using specific criteria, and draw conclusions. People who think critically and reflectively are analytical and investigative, willing to question and challenge their own thoughts, ideas, and assumptions and challenge those of others. They reflect on the information they receive through observation, experience, and other forms of communication to solve problems, design products, understand events, and address issues. A critical thinker uses their ideas, experiences, and reflections to set goals, make judgments, and refine their thinking.

- Students will think critically and reflectively as they work toward an understanding of the editorial, paying attention to purpose, intended audience, opinion or point of view, main argument, facts/data to support opinion or point of view, and sources.
- Students will be encouraged to apply the critical and reflexive thinking strategies they learned last week (ask questions, infer, find clues to word meaning, interpret data, and synthesize), in addition to the “read like a writer” strategies learned yesterday (react and respond; build word power).

PS Social Awareness and Responsibility involves the awareness, understanding, and appreciation of connections among people, including between people and the natural environment. Social Awareness and Responsibility focuses on interacting with others and the natural world in respectful and caring ways. People who are socially aware and responsible contribute to the well-being of their social and physical

	<p>environments. They support the development of welcoming and inclusive communities, where people feel safe and have a sense of belonging. A socially aware and responsible individual contributes positively to their family, community, and environment; empathizes with others and appreciates their perspectives; resolves problems peacefully; and develops and sustains healthy relationships.</p> <ul style="list-style-type: none"> • Students will work cooperatively in pairs or small groups, with an awareness, understanding, and appreciation of the connections between themselves and their peers. • Students will be inclusive, respectful, and work toward fostering a sense of belonging for all group members. • Students will be responsible group members and ensure they are contributing positively and fairly. • Students will value and appreciate other group members' perspectives. • Students will recognize connections between themselves and the editorials they read. • Students will be thoughtful to the perspectives put forth in the editorials they read (even when their perspectives are different).
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3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson <i>(check all that apply):</i>	<i>How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?</i>
<input checked="" type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <input checked="" type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). <input checked="" type="checkbox"/> Learning involves recognizing the consequences of one's actions. <input checked="" type="checkbox"/> Learning involves generational roles and responsibilities. <input checked="" type="checkbox"/> Learning recognizes the role of Indigenous knowledge. <input checked="" type="checkbox"/> Learning is embedded in memory, history, and story. <input checked="" type="checkbox"/> Learning involves patience and time. <input checked="" type="checkbox"/> Learning requires exploration of one's identity. <input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.	<p>Throughout my lessons, I always encourage students to be patient and kind to themselves as they learn new concepts. This lesson, and further lessons in this Unit, will be delivered via open, non-judgmental group discussions, posited on positive teacher/student and student/student relationships and connections. Ideas and concepts will be learned experientially, through a mixture of explicit instruction, modelling, scaffolded support, practice, and student-doing. Student understanding will be dependent upon their participation in, and attentiveness to, class and group discussions and to the assigned questions and assignments (done in class, with support as needed).</p>

4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

<i>What are students expected to UNDERSTAND? How is this lesson connected to Big Idea/s or an essential question?</i>
<p>Big Ideas: (1) Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.</p> <p>(2) Exploring and sharing multiple perspectives extends our thinking.</p> <p>(3) Exploring texts helps us understand ourselves and make connections to others and to the world.</p>

5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

Curricular Competencies: <i>What are students expected to DO?</i>	Content: <i>What are students expected to learn (KNOW)?</i>
<p>Students will attend to a class review on “Reading Like a Writer” (reading skills and strategies). Students will then work in pairs or small groups to read, discuss, and answer questions about an editorial. Pairs/groups will relay their understanding in written responses to three questions.</p> <p>That is, students are expected to DO the following:</p> <p>Comprehend and connect (reading, listening, viewing):</p> <ul style="list-style-type: none"> • Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability. • Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking (may include questioning and speculating, acquiring new ideas, analyzing and evaluating new ideas, developing explanations, considering alternative points of view, summarizing, synthesizing, and problem solving). • Synthesize ideas from a variety of sources to build understanding. • Recognize and appreciate how different features, forms, and genres of text reflect various purposes, audience, and messages. • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts. • Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in text. • Construct meaningful personal connections between self, text, and world. • Respond to text in personal, creative, and critical ways. <p>Create and communicate (writing, speaking, representing):</p> <ul style="list-style-type: none"> • Exchange ideas and viewpoints to build shared understanding and extend thinking. 	<p>Students will know which skills and strategies to use when “Reading Like a Writer.” Students will know that facts, data, graphs, informational sources, and arguments are key ingredients in the editorial. Students will know that they need to ask questions, infer, find clues to word meaning, interpret data, and synthesize, as well as react and respond, and build word power.</p> <p>That is, students are expected to KNOW the following:</p> <p>Story/text:</p> <ul style="list-style-type: none"> • Forms (editorial report), functions (purpose to persuade), and genre of text. • Text features (how text and visuals are displayed). • Techniques of persuasion (the use of emotional and logical appeals to persuade). <p>Strategies and processes:</p> <ul style="list-style-type: none"> • Reading strategies • Metacognitive strategies <p>Language features, structures, and conventions:</p> <ul style="list-style-type: none"> • Paragraphing • Sentence structure and grammar • Conventions • Presentation techniques <div data-bbox="1052 1220 1321 1472" style="text-align: center;"> </div>

6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

<p><i>How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?</i></p>
<p>Students will achieve the learning intention by reading, discussing, and answering a selection of questions about an editorial (in pairs or small groups). The teacher will circulate the room during the read/respond portion of the lesson and provide formative feedback to students on their thoughts and ideas. Each pair/small group will turn in their written responses, which I will assess against a simple rubric (attached) and return with summative feedback, meant to guide further learning.</p>

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.

This lesson builds upon yesterday's lesson. All students have received instruction on, and practiced, the strategies required to complete this summative task.

This lesson is important because editorials offer cross-curricular learning opportunities and build on multiple curricular competencies. Students will frequently encounter editorials throughout their lives. Additional exposure to editorials, and the "read like a writer" strategies, will help students when it comes time for them to write an editorial of their own.

Exceptionalities: One student has a designated EA and needs support to regulate emotions. There is a plan in place to help avert significant behavioural challenges. This student can follow through with this lesson, and its tasks, with the supports previously in place. Several students are colour-blind, but this will not hinder them from participating in the learning task (i.e., selected texts, visuals, and audio-visuals can be understood regardless of the spectrum of colour seen). There are no other exceptionalities amongst this group of students that will interfere with student involvement or participation in this lesson.

Required preparation: Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.

I will need to do the following:

- (1) Open yesterday's email containing the PDF of the scanned editorials (pages 24-35 from "Speak Out: How do today's issues affect us?" - Literacy in Action) and have "Stand Up for Change!" (pgs. 28-31) ready to display.
- (3) Open Word Document, "Stand Up for Change", containing a table I created for React and Respond question #1.
- (4) Make 27 copies of the table.
- (5) Open Word Document: "Reading & Understanding Editorials - Rubric" and have ready to review with students.

8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
<p>OPENING: <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i></p>	<p>Cue students that it is time to start English Language Arts and that they will need to have a pencil, the editorial package from yesterday, and a handout from the front table.</p> <p>When students are organized, ready, quiet, and "eyes on," tell students that today will be the final day of reading editorials and that they are expected to use everything they have learned in the past week and a half to read one final editorial — "Stand Up for Change" by Jessica Pegis (reference the Smart Board where the editorial is displayed). Review the reading strategies they learned: (1) ask questions, (2) infer, (3) find clues to word meaning, (4) interpret data, (5) synthesize, (6) react and respond, and (7) build word power (written on the board from yesterday).</p> <p>Inform students that, like yesterday, they will be working in pairs or small groups (or independently if they wish) to answer three questions (found on page 31 of the package). Unlike yesterday, I will not be reading the article. Instead, they will read it in their pairs/groups (or independently), drawing upon the strategies they have learned to understand what they are reading.</p>	<p>Quick transition to lesson; interactive and lively pace. (5 min)</p>

<p>BODY:</p> <ul style="list-style-type: none"> • <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i> • <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback</i> • <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i> • <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i> 	<p>I DO: Briefly review the editorial (title, author, and “Get Ready” section). Discuss how the “Get Ready” section is cueing us to do our pre-reading and during-reading strategies.</p> <p>I DO: Inform students that today’s editorial profiles three young adults (Miali-Elise Coley, Rob Dyer, and Sehar Lalani) and that it will be their job to summarize each of the three profiles in their table (the handout they retrieved from the front table). Read aloud question #1 in “React and Respond” – drawing their attention to page 31. Then, display the table on the Smart Board for students to see. Go over the table. Tell students that every square of the table must be filled in to receive a proficient mark. Point form is fine, but their points must provide a clear understanding of the <i>issue of interest, why the person chose the issue they tackled, their first steps in tackling the issue, the obstacles they had to overcome, and their final results.</i></p> <p>I DO: Ask students if they have any questions about the table.</p> <p>STUDENTS DO: Ask questions/share concerns.</p> <p>I DO: Answer questions/ease concerns.</p> <p>I DO: Go back to page 31 of the package (scroll to it on the Smart Board) and go over question #2 and #3. For question #2, they must clearly state their issue and provide at least 2 possible activities that they could do as a way to “stand up for change” to receive a proficient mark. If they want to aim for extending, they must list 3 or more activities. For question #3, they must answer the question (i.e., what is perseverance?) in a complete sentence to be proficient. If they want to aim for extending on question #3, they must also give an example of when they showed perseverance.</p> <p>I DO: Display the rubric on the Smart Board and say “Since this is a summative learning task, the expectation is higher than it has been in previous learning tasks. You have all been doing great, so I know that you can achieve proficiency!” Add that I will also be circulating to offer support and guidance. Ask if there are any questions or concerns.</p> <p>STUDENTS DO: Ask questions/share concerns.</p> <p>I DO: Answer questions/ease concerns.</p> <p>I DO: Inform students that they will have 35 minutes to discuss, collaborate, brainstorm, and answer the three questions. Remind them that question #1 is to fill in the table on the handout and that #2 and #3 can be done on the backside of the handout or on a separate piece of lined paper. Encourage pairs/groups to choose a reader and a recorder who will write down the group’s answers.</p> <p>STUDENTS DO: Perform the summative learning task: discuss, collaborate, and answer questions (aiming for proficiency or extending).</p> <p>I DO: Circulate the room, observe conversations, provide guidance/feedback, re-direct off task students/behaviours.</p>	<p>Interactive, Responsive and lively pace. Redirect students who go off-task as needed. (10-15 min of instruction followed by 35 minutes to read and answer the questions).</p>
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	<p>I DO: Cue students that there is 5 minutes of collaboration time remaining and that groups should be getting close to finishing all the questions. Remind them of the rubric and the criteria that needs to be satisfied in order to reach proficiency or extending.</p> <p>STUDENTS DO: Finalize their answers to the three questions.</p>	
<p>CLOSING:</p> <ul style="list-style-type: none"> • <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i> • <i>review or summary if applicable</i> • <i>anticipate what's next in learning</i> • <i>"housekeeping" items (e.g. due dates, next day requirements)</i> 	<p>Cue students that it is time to wrap up their answers and put all group members' names on their sheets before handing in. Tell students that I appreciate their collaboration and dedication to the task.</p> <p>Inform students that I will assess their responses against the rubric and return with feedback.</p> <p>Make sure pairs/groups keep their handouts in a safe place for next week (i.e., they will be doing a fun debate activity for the last editorial).</p> <p>Cue students to move on to the next activity/scheduled task.</p>	5 minutes to wrap up.

9. REFLECTION

<ul style="list-style-type: none"> • <i>Did any reflection <u>in</u> learning occur, e.g. that shifted the lesson in progress?</i> • <i>What went well in the lesson (reflection <u>on</u> learning)?</i> • <i>What would you revise if you taught the lesson again?</i> • <i>How do the lesson and learners inform you about necessary next steps?</i> • <i>Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?</i> • <i>If this lesson is being observed, do you have a specific observation focus in mind?</i>
<p>*To be completed at the end of the lesson.</p>

Stand Up FOR CHANGE!

by Jessica Pegis



HAVE YOU EVER DREAMED OF MAKING A DIFFERENCE IN THE WORLD? What do you think it takes to turn that dream into a reality? Miali-Elise Coley, Rob Dyer, and Sehar Lalani have all been there. They dared to dream big and succeeded.

So what made these young people winners in the end? Each saw a need in the community, each imagined a solution, and each persevered. Here's how they did it.

Miali-Elise Coley

Miali-Elise Coley grew up in Nunavut, the daughter of Inuk and Jamaican parents. Early on, Miali-Elise realized that taking pride in her own unique heritage would help her reach out to others.

She has always believed in empowering young people. In 1996, she was involved in the creation of Sprouts, a day camp for underprivileged children. Miali also worked as a youth **advocate** internationally.

Today, Miali is a role model to youth in her position, working with the Premier of Nunavut. She continues to be passionate about educating young Inuit, while respecting her culture and history.

"As a Jamaican Inuk I will do everything I can to continue to contribute toward a better place for all Northerners. I want to be a voice and a catalyst for positive change."

Get Ready

- Predict. Preview the selection to predict what it will be about.
- Synthesize. As you read, look for key information that helps explain why each person decided to take action and how he or she did it. What similarities do you notice?

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Rob Dyer

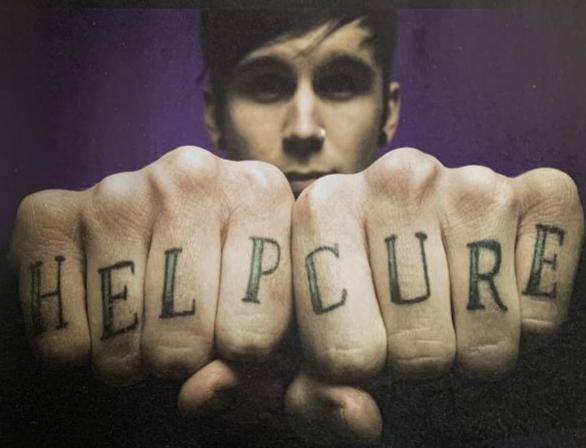
Once Rob Dyer realized that he wanted to fight cancer, he came up with an ambitious plan. He would skateboard 8000 kilometres across Canada and the United States to raise money for cancer research. Along the way, he would visit cancer research centres and hospitals. For two years, Rob kept his dream alive, tucked "in the back of his mind" while he figured out a way to put his plan into action.

He overcame a series of misfortunes in his quest to raise money for cancer. He lost several family members, including his own mother, to cancer four months before the tour began. Once the tour was underway, Rob developed a stress fracture in his ankle but refused to stop boarding. Then a major **sponsor** pulled out of his tour. Still, Rob skateboarded, sometimes all alone, about 40 to 80 kilometres a day.

Rob Dyer and the Skate4Cancer Web site won the 2007 MySpace™ Health and Safety Impact Award. They recently launched their own fashion line, DreamLoveCure Fashion. Rob still skateboards for a cure for cancer.

advocate someone who supports a certain group or issue
catalyst someone or something that brings about action or change
sponsor a company that contributes money to a project

"It's almost like you don't remember what it was like before you got involved in something that is your passion in life."



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How YOU Can Make a Difference

Be observant.

Who are the people in your community? What are their needs and issues?

Dare to think big.

Don't put limits on your ideas.

Persevere.

If you believe in your dream, you can achieve it!

Know yourself.

Choose issues that matter to you.

Overcome obstacles.

Find friends and others who will support you if you get discouraged.

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Sehar Lalani

Growing up in Kenya, Sehar Lalani knew that many Kenyans had a specific type of blindness. By far, the most common reason for this condition is an eye infection that scars the cornea—the transparent layer at the front of the eye.

Fortunately, the condition can be cured through an organ transplant. This involves removing a healthy organ from the body after someone dies—in this case, a cornea—and giving it to another person.

By the time Sehar's family moved to Burnaby, British Columbia in 2006, Sehar had become passionate about the cause of organ donation. In Burnaby, she seized upon the opportunity to raise awareness and money for her cause. At her high school, Sehar started a club called "Fight for Sight."

Even though some people were concerned about the sensitive issue of organ donation, she continued with her work. Today, the club works with the Eye Bank in British Columbia. The Eye Bank has volunteered to send any **surplus** of corneas to Kenya. Sehar has been asked to identify a village or city where the corneas can be used.

Sehar won a Canadian Millennium Scholarship Foundation award for her work to raise money for organ donation and blindness.

"If there is one thing in my life that really made a difference to me, ...it was living in a place where every single possible and imaginable dire situation (was) right in front of me... I feel like (I saw) almost every reality that I could possibly see and that's driven me to do a lot of the things that I do."

surplus extra amount left over

React and Respond

1. Design a chart to help you compare what each of the three people did to turn their dreams into reality. Some of the points of comparison might include:
 - their issue of interest
 - why they chose the issue
 - their first steps
 - obstacles they had to overcome
 - their final results
2. Think about an issue, either close to home or more global, that is important to you. Based on the experiences of the people in this selection, create a list of possible activities that you could do as a way to "stand up for change."

Build Word Power

3. Many interesting expressions are used to describe people who persevere. They are said to have *backbone*, *stick-to-itiveness*, *an iron will*, *grit*, *pluck*, and *staying power*. Describe *perseverance* in your own words.

WRITER'S FILE

- Read like a writer. Good writers use **words** and phrases that linger in a reader's mind. What words and phrases did the writer of this selection use to add power to her writing?
- Write a letter to the editor convincing readers to support one of the causes in this selection. Choose your words carefully.

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Stand Up for Change

By: Jessica Pegis

React and Respond

Question #1

Name of person being "Profiled"	Issue of Interest	Why they chose the issue	First steps for change	Obstacles they had to overcome	Final Results
Miali-Elise Coley					
Rob Dyer					
Sehar Lalani					

Reading and Understanding Editorials – Rubric

Name(s): _____

Criteria	4 Extending	3 Proficient	2 Developing	1 Emerging
 <p>Question #1 – The Table I/We filled in every square of the table. Points provide a clear understanding of the <i>issue of interest, why the person chose the issue they tackled, their first steps in tackling the issue, the obstacles they had to overcome, and their final results.</i></p>				
 <p>Question #2 I/We clearly state our chosen issue. I/We provide at least 2 possible activities that we could do as a way to “stand up for change.”</p>				
 <p>Question #3 I/We answer the question (i.e., what is perseverance?) in a complete sentence. For extending, I/we also give an example of when I/we showed perseverance.</p>				
 <p>Effort and Engagement I/We put in effort to connect with the editorial, using the reading strategies learned in this unit to accomplish the task.</p>				
Comments:				Overall

2022

Exemplar (Grade 7)

*This student chose to work independently

Stand Up for Change

React and Respond

Question #1

Name	Issue of Interest	Why they chose the issue	First steps for change	Obstacles they had to overcome	Final Results
Miali-Elise Coley	She believes in empowering young people she wants to help the young people and respect her culture and history	Miali Elise Coley chose the issue because her believes in empowering the young people	She first was involved in the creation of sprouts a day camp for underprivileged kids and she worked as a youth advocate internationally		She is now a role model to the youth in her position working with the premier of Nunavut. she continues her passion.
Rob Dyer	Rob Dyer wanted to fight cancer and come up with an ambitious plan	Rob chose the issue because he knows that cancer is a problem and he wants to fix the problem.	he planned to skateboard but first he visited cancer centres and always had his plan in the back of his mind.	Rob lost several of his family members from cancer four months before the skate board tour.	he has a skate board cancer website and he won some awards from his website
Sehar Lalani	Sehar Lalani was passionate about the cause of organ donation. She raised awareness and money to help	She chose this because she knew that money Kenyans had eye problems	She began by raising awareness and money and then started a club fight for sight.	she had to over-come some people had a sensitive issue about organ donation but she continued her passion	She won a scholarship foundation award for her work in raising money for organ donation and blindness

Impressive detail!

Exemplar continued (questions #2 and #3)

There are a lot of people who need food, fresh water, and clothes and in school we only do one clothing drive and one food drive a year. People need food and we should have more food drives \ clothing drives a year. more food drives equal less starving people and more clothing drives equal less cold people and this equals a better town.

Great thoughts ideas!

- more food drives in school
- more clothing drives in school
- go to your principal and ask about the possibility for more food drives \ clothing
- take my cloths and donate them
- Take a stand.

Perseverance

Perseverance = is you keep striving through to get to your dreams and succeed even when it gets difficult.

Great definition — is there a time you showed perseverance?

Reading and Understanding Editorials – Rubric

Name(s) _____

Allisha

Criteria	4 Extending	3 Proficient	2 Developing	1 Emerging
 <p>Question #1 – The Table I/We filled in every square of the table. Points provide a clear understanding of the <i>issue of interest, why the person chose the issue they tackled, their first steps in tackling the issue, the obstacles they had to overcome, and their final results.</i></p>	✓			
 <p>Question #2 I/We clearly state our chosen issue. I/We provide at least 2 possible activities that we could do as a way to “stand up for change.”</p>	✓			
 <p>Question #3 I/We answer the question (i.e., what is perseverance?) in a complete sentence. For extending, I/we also give an example of when I/we showed perseverance.</p>		✓		
 <p>Effort and Engagement I/We put in effort to connect with the editorial, using the reading strategies learned in this unit to accomplish the task.</p>	✓			

<p style="text-align: center;">Comments:</p> <p>Excellent work! The detail you provided on your table was impressive – your “reading for understanding” and “reading like a writer” skills are highly developed! Thank you for your thoughts and ideas for Question #2 – some really great ideas to help “stand up for change” here, at your school, to raise awareness, food, and clothing for people in need in our community! Well done 😊</p>	<p>Overall</p> <p style="font-size: 2em;">4</p>
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