

Candidate's name: Joni Hesselgrave

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| Grade/Class/Subject: | Grade 6/7 English Language Arts      | School:        | Northern BC Classroom w/ ELLs |
| Date:                | Fall 2022                            | Allotted Time: | 60 minutes                    |
| Topic/Title:         | Reading Editorials (Lesson Part 1/2) |                |                               |

**1. LESSON ORIENTATION**

Key resources: [Instructional Design Map](#)

*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.*

The purpose of this lesson is to introduce students to several reading strategies that will help them read and better understand editorials (reading for understanding). **A strong focus is placed on vocabulary and scaffolding language to ensure comprehensible input for the classroom's English language learners (ELLs). Learning will be communicated in multiple ways (orally, visually, and in writing) to aid learner perception and promote understanding.**

This lesson provides students with the opportunity to learn about, and apply, reading strategies collaboratively (as a class and in small groups). **The teacher will strategically create groups to ensure that ELLs are distributed to groups that will support their individual needs and who will assist them with the reading, writing, and oral skills required to complete the assigned activity and meet the lesson's learning standards/intentions.**

**Editorials were chosen for their relatability and readability, and a concerted effort will be made to build and activate ELLs prior knowledge while making connections to their backgrounds and cultures. The text's bolded words, corresponding definitions, pictures, and graphs will help scaffold ELLs comprehension of the text and build upon and activate schema.**

As mentioned in the previous lesson, Grade 6/7 students are at an imperative phase in their lives, exploring the world and their place within it (outside of family, friends, and school), which makes reading and understanding editorials an important skill to develop and hone. Studying, understanding, and being aware of text that is designed to persuade, will help students develop skills in questioning and speculating; in acquiring new ideas, analyzing and evaluating new ideas, developing explanations, considering alternative points of view, summarizing, synthesizing, and problem solving—all crucial to becoming educated and engaged citizens.

**2. CORE COMPETENCIES**

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

| Core /Sub-Core Competencies<br>(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<br><input checked="" type="checkbox"/> COMMUNICATION – Collaborating<br><input type="checkbox"/> THINKING – Creative Thinking<br><input checked="" type="checkbox"/> THINKING – Critical Thinking<br><input checked="" type="checkbox"/> THINKING – Reflective Thinking<br><input type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility<br><input type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity<br><input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility | <p><b>C Communicating</b> 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> |

- Students will use specific reading strategies to read and understand editorials (persuasive reports or communications that purposefully communicate an opinion or point of view to a readership).
- Students will communicate their understanding of the editorial within small groups, and the small groups will then communicate their communal understanding to the class (communication bridging their understanding).

**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 small (**predetermined**) groups **that foster the learning of all learners, especially English language learners.**
- Students will work together to review editorials, using the reading strategies we discuss as a class to analyze, interpret, comprehend, and collectively understand the editorial.
- Students will collaborate in small groups to answer a selection of questions about the editorial they read, and then relay their findings to the rest of the class.

**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 read and work toward an understanding of selected editorials, 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 following critical and reflexive thinking strategies: ask questions; infer; find clues to word meaning; interpret data; and synthesize.

|  |  |
|--|--|
|  | <p><b>PS Social Awareness and Responsibility</b> 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 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"> <li>• Students will work cooperatively in small groups, with an awareness, understanding, and appreciation of the connections between themselves and their peers.</li> <li>• Students will be inclusive, respectful, and work toward fostering a sense of belonging for all group members.</li> <li>• Students will be responsible group members and ensure they are contributing fairly <b>(to the best of their ability)</b>.</li> <li>• Students will value and appreciate other group members' perspectives, <b>background knowledge, and culture</b>.</li> <li>• Students will recognize connections between themselves and the editorials they read <b>(making cultural connections and building on schema)</b>.</li> <li>• Students will be thoughtful to the perspectives put forth in the editorials they read (even when their perspectives are different).</li> </ul> |
|--|--|

**3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

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

| <b>FPPL to be included in this lesson</b><br><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.<br><input checked="" type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).<br><input checked="" type="checkbox"/> Learning involves recognizing the consequences of one's actions.<br><input checked="" type="checkbox"/> Learning involves generational roles and responsibilities.<br><input type="checkbox"/> Learning recognizes the role of Indigenous knowledge.<br><input checked="" type="checkbox"/> Learning is embedded in memory, history, and story.<br><input checked="" type="checkbox"/> Learning involves patience and time.<br><input checked="" type="checkbox"/> Learning requires exploration of one's identity.<br><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)

What are students expected to **UNDERSTAND**? How is this lesson connected to Big Idea/s or an essential question?

- Big Ideas:** (1) Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.
- (2) Exploring and sharing multiple perspectives extends our thinking.
- (3) Exploring texts helps us understand ourselves and make connections to others and to the world.

#### 5. LEARNING STANDARDS/INTENTIONS

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

| <b>Curricular Competencies:</b><br><i>What are students expected to DO?</i>   | <b>Content:</b><br><i>What are students expected to learn (KNOW)?</i>  |
|---|--|
| <p>Students will attend to a class discussion about reading for better understanding of editorials (reading skills and strategies). Students will work in small, <b>teacher-assigned</b> groups where they will read, discuss, and answer questions about their editorials. Students will then relay their groups' understanding to the rest of the class.</p> <p>That is, students are expected to <b>DO</b> the following:</p> <p><b>Comprehend and connect (reading, listening, viewing):</b></p> <ul style="list-style-type: none"> <li>• Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability.</li> <li>• 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).</li> <li>• Synthesize ideas from a variety of sources to build understanding.</li> <li>• Recognize and appreciate how different features, forms, and genres of text reflect various purposes, audience, and messages.</li> <li>• Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.</li> <li>• Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in text.</li> <li>• Construct meaningful personal connections between self, text, and world.</li> <li>• Respond to text in personal, creative, and critical ways.</li> </ul> <p><b>Create and communicate (writing, speaking, representing):</b></p> <ul style="list-style-type: none"> <li>• Exchange ideas and viewpoints to build shared understanding and extend thinking.</li> </ul> | <p>Students will know which skills and strategies to use when “reading editorial for understanding.” Students will know that facts, data, graphs, 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.</p> <p>That is, students are expected to <b>KNOW</b> the following:</p> <p><b>Story/text:</b></p> <ul style="list-style-type: none"> <li>• Form (editorial), function (to persuade), and genre of text.</li> <li>• Text features (how text and visuals are displayed).</li> <li>• Techniques of persuasion (the use of emotional and logical appeals to persuade).</li> </ul> <p><b>Strategies and processes:</b></p> <ul style="list-style-type: none"> <li>• Reading strategies</li> <li>• Metacognitive strategies</li> </ul> <p><b>Language features, structures, and conventions:</b></p> <ul style="list-style-type: none"> <li>• Paragraphing</li> <li>• Sentence structure and grammar</li> <li>• Conventions</li> <li>• Presentation techniques</li> </ul> <div data-bbox="1019 1556 1360 1877" style="text-align: center;"> </div> |

## 6. ASSESSMENT PLAN

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

*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?*

Students will achieve the learning standards/intentions by participating in a class discussion, as well as in a small, **teacher-assigned** group to read, discuss, and answer questions about an editorial. Groups will have to work collaboratively to pull important details from their editorial (i.e. name of the editorial, author/age, main idea/topic, opinion/point of view, author's argument, whether it was persuasive, and why/why not), which they will then share with the rest of the class.

The teacher will invoke thinking and reflection throughout the lesson by engaging students with queries and prompts.

**Formative feedback** will be provided *verbally* (in conversations during this lesson and the one to follow tomorrow) and *in writing* (in comments on the "Group Assignment" activity). **For ELLs in the classroom, checking for understanding and immediate formative feedback will be crucial to ensuring that the learning standards/intentions are met. Feedback should be both positive and corrective (but not overly corrective to the point where it would impact the ELL's confidence or willingness to participate—especially in oral tasks). Feedback should be specific and related to what ELLs are doing well, in addition to what they can improve upon.**

## 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 is important because students will frequently encounter editorials throughout their lives. Furthermore, editorials offer cross-curricular learning opportunities and build on multiple curricular competencies.

This lesson is a continuation of yesterday's lesson, wherein the editorial was introduced, the class had the opportunity to read an example together, and the targeted reading strategies in today's lesson were briefly discussed. Students thus have the background knowledge necessary to work collaboratively in groups to read editorials using the strategies discussed herein. Students within the class have also spent time reading and writing a variety of grade-level texts and understand that texts have different purposes and audiences. Students understand the concept of persuasion and how to persuade others to agree with their opinion or point of view.

Some students, however, are English language learners (at different levels/stages of English language acquisition) and are accustomed to grade-level texts being delivered in their native language. As such, accommodations are offered throughout the lesson to offset the challenges that ELLs will encounter with the English language, including:

- (1) a strong focus on vocabulary and scaffolding language to ensure *comprehensible input* for the classroom's ELLs;
- (2) communication of learning multiple ways (orally, visually, and in writing) to aid learner perception and promote understanding;
- (3) teacher-assigned groups to ensure that ELLs are distributed to groups that will support their individual needs and who will assist them with the reading, writing, and oral skills required to complete the assigned activity and meet the lesson's learning standards/intentions;
- (4) editorials chosen for their *reliability* (a concerted effort made to build and activate ELLs prior knowledge while making connections to their backgrounds and cultures) and *readability* (bolded text, corresponding definitions, pictures, and graphs that help scaffold ELLs comprehension of the text and build upon and activate language schema).

### ELLs:

#### Jack – Expanding/Consolidating ELL Level.

Jack is a grade 6 student who moved to Northern BC from India last year. His mother's family owns and operates a local motel. Although English is not the language of the home, Jack received some English instruction growing up in India. He understands oral English well and can communicate to the teacher and his peers with minimal ELL support. Jack reads grade-level English texts with basic understanding and response but struggles with written output (shares ideas through short, simple sentences). Jack is outgoing, friendly, and enjoys working with his many friends. Jack will benefit from the universal ELL supports in this lesson. Working in a group will especially help offset his written output deficits.

#### Jill – Beginning ELL Level

Jill is a grade 7 student who moved to Northern BC from China at the beginning of the school year. Her parents own a restaurant, along with her grandparents. English is not the language of the home and no one in the family speaks English. Jill received very limited English instruction growing up in China (similar instruction to what English speakers receive in Core French here). She understands simple spoken English but requires ample explicit visual and gestural support. Jill is eager to communicate with the teacher and her peers, but her oral exchanges are simple, direct, and limited to everyday topics and familiar statements. She relies heavily on gestures, visual aids, and her translation tools. Grade-level texts are not accessible at this point, but she can draw some basic information from texts with support from pictures and visual aids. Jill is beginning to recognize and read more English words from the texts she encounters in the classroom and can share basic written information using phrases and simple sentences on everyday topics, following a model or using her English-Chinese dictionary. Jill has made great progress in a short time and will benefit from the universal ELL supports in this lesson, especially the explicit vocabulary instruction, scaffolded reading strategies, and working in a strategically created group with Joey (see below) to help offset her language challenges in all areas (oral, reading, and writing).

#### Joey – Bridging ELL Level

Joey is a bright grade 7 student who has lived in Northern BC since he was 9. Joey originally moved to the lower mainland, where he attended an English private school for two years. Joey's family is from China and has made a concerted effort to ensure that Joey receives additional support from a tutor to bring his English language skills up to grade level (in writing, reading, and speaking). Joey no longer requires ELL support in the classroom and is a great support to Jill. Joey will be placed in Jill's group to help her with English-Chinese language translation and English language comprehension.

### Other Exceptionalities:

One student has a designated EA and needs support to regulate emotions. There is plan in place to help avert significant behavioural challenges, but 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) Have extra ELL handouts printed (for those who may have lost theirs or left it at home).
- (2) Have the "Vocabulary Review" PowerPoint ready to display on the Smart Board.
- (3) Scan to email pages 12-23 from "Speak Out: How do today's issues affect us?" (Literacy in Action) and have ready to display on Smart Board.
- (4) Photocopy individual editorials (6 of each) so that students can have their own copies to make notes, highlight, etc., and so that ELLs can take them home and familiarize themselves with the reading strategies and content (better preparing them for tomorrow's group activity).
- (5) Photocopy sufficient copies of the "Group Assignment—Editorials: Reading for Understanding."
- (6) Make available copies of "Speak Out: How do today's issues affect us?" (Literacy in Action textbook) for student use (located in top cupboard, nearest the teacher's desk).
- (7) Have popsicle sticks with students' names on them, for randomly choosing students to respond to the recall tasks in the class discussion. ~~in case I need to create groups rather than students making their own.~~

## 8. LESSON OUTLINE

| Instructional Steps  | Student Does/Teacher Does <i>(learning activities to target learning intentions)</i>   | Pacing   |
|--|--|--|
| <p><b>OPENING:</b><br/> <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, <b>pointing to the daily schedule which has a written “English Language Arts” magnet, as well as a visual/picture magnet for ELA (i.e., a paper, pencil, book, etc.).</b></p> <p>When students are organized and ready (seated at their designated spots) inform them <b>(in a clear voice, not speaking too quickly or too slowly, allowing for ample processing time, and reading the room to see when repeating or re-stating is necessary)</b> that today’s lesson will consist of a review of the editorial, as well as a deeper discussion of the skills and strategies they can use when reading for better understanding of editorials.</p> <p>Let students know that after the class discussion, they will be <b>assigned</b> to a small group. Each group will work together to read an editorial from a selection of editorials in <i>Literacy in Action</i> textbook <b>(hold up the textbook)</b>. Groups will need to familiarize themselves with their editorials today and spend tomorrow reading, discussing, and answering questions pertaining to them. Each group will be responsible for filling in an information sheet <b>(one per group)</b>, which they will share (orally) to the rest of the class before handing in for teacher feedback.</p> <p>Remind students that their participation in the class and group discussion will help solidify the learning intentions, as will reading and answering the comprehension questions. Sharing their understanding with others will help solidify what they read and allow everyone in the class to have had a “sneak-peak” of all five editorials without having to read them all individually.</p> | <p>Quick transition to lesson; interactive and lively pace. (5-10 min)</p>                             |
| <p><b>BODY:</b></p> <ul style="list-style-type: none"> <li>• <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i></li> <li>• <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></li> <li>• <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i></li> <li>• <i>Can include: transitions, sample questions, student choices, assessment notes</i></li> </ul> | <p>I DO: Ask students to be prepared to tell me what the editorial is, based off what they learned in yesterday’s lesson (getting students to recall &amp; review). <b>ELLs were provided, in advance of the unit, a note-taking handout: “Vocabulary Review: Words we need to know to read and understand editorials.” They should have this handout ready to help with their responses.</b></p> <p><del>WE DO: Students to raise hands and give responses</del> <b>Pick student names, at random, from the class name jar. If an ELL’s name is selected, provide extra guidance or, if they are unable to answer, have them “phone a friend” to help (this is a classroom collaboration strategy that they are familiar with).</b></p> <p>Provide guidance and give positive feedback to students on what they recall.</p> <p><b>I DO: Walk the class through the PowerPoint slideshow: “Vocabulary Review: Words we need to know to read and understand editorials”, covering the following words: editorial, author, argument, persuade, opinion, fact, data, graph, source, question, infer, context clues, interpret, and synthesize. *These vocabulary words were reviewed with ELLs individually or in a small group (depending on ELL level). ELLs had the chance to familiarize themselves with the words/meanings, translate them to their home language, and study them at home with their families.</b></p>   | <p>Interactive, Responsive and lively pace. Redirect students who go off-task as needed. (45 min).</p> |

*(formative or otherwise),  
and other applications of  
design considerations*

I DO: Read out student Exit Slips (i.e., Editorial ideas) from yesterday. Provide feedback as to whether they are on the right track or not. Remind them that they cannot simply name a topic—they must take a stance, have an opinion or point of view on the topic, be prepared to argue that point of view, and back it up with facts, data, and sources.

I DO: Ask students to try and remember some of the reading strategies we talked about yesterday **(and which we just reviewed in the slideshow)**.

~~WE DO: Students to raise hands and give responses.~~ **Pick student names, at random, from the class name jar. If an ELL's name is selected, provide extra guidance or, if they are unable to answer, have them "phone a friend" to help (this is a classroom collaboration strategy that they are familiar with).**  
Provide guidance and give positive feedback to students for what they recall.

I DO: Display pages 12-23 from "Speak Out: How do today's issues affect us?" (Literacy in Action) on Smart Board. **Provide further** review of the 5 strategies discussed in the text: (1) ask questions, (2) infer, (3) find clues to word meaning, (4) interpret data, and (5) synthesize.

**Pay attention to language and ELL comprehension, ensuring to provide comprehensible input that meets the needs of all ELL levels in the class. Encourage ELLs to consult their handout/note-taking sheet and to use their translation tools as needed (Google Translate on Chromebook or personal device and/or bilingual dictionary).**

Inform students that they will work in small groups to read 1 of the 5 editorials BUT that before we get into groups, we must cover some important details:

- ~~• Groups are dependent on attendance/numbers.~~
- ~~• Groups must be chosen wisely if they are to choose themselves—must be working and on task!~~
- **Groups have been chosen strategically to ensure all students have the greatest opportunity to meet the learning standards/intentions.**
- They must use the APPLY STRATEGIES when reading (to read for better understanding).
- They will be using the class "Literacy in Action" textbooks, which they must share amongst group members as there is not enough for every student. They must NOT write in the book – they will have a photocopy of the editorial to make notes and/or highlight and their group answers must be written on the Group Assignment sheet that they will be provided with shortly.
- Once in their groups, I will assign them an editorial (1 of 5 listed here): "Tuning out global issues" pg. 14-15; "We've Endangered Ourselves" pg. 16-17; "Shopping for the Cure" pg. 18-19; "Animals Have Rights Too!" pg. 20-21; or "Downside of Making Corny Fuel" pg. 22-23.

~~I DO: Say, "Ok, please get yourselves into groups of (predetermined size)~~  
**Call out student's names for each group and write them on the board (i.e. Group 1 =...; Group 2 = ..., etc.). Then, tell students to "get into their groups" and find a space in the classroom to work.**


YOU DO: Students get into their groups and find a space to work.



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|   | <p>I DO: Hand out textbooks and the group assignment. Then, call their attention to the front of the room, where I will have the editorials up on the Smart Board. Wait for students to quiet down and then show them the 5 editorials, <b>spending a few minutes on each—making cultural connections, building and activating prior knowledge to develop a shared overall knowledge of what each editorial may be about.</b> Assign a different editorial to each of the groups, <b>paying attention to which editorials may be better suited to the groups that contain ELLs.</b></p> <p>Depending on the number of groups in the class, there may be more than one group doing the same editorial—that is ok, as long as every editorial is reviewed by at least one group. Tell students that they will have 10 minutes to “preview” the article and that they will have more time tomorrow to read, discuss, collaborate, and answer questions on a Group Assignment sheet. Let them know that I will be circulating to offer support/feedback and observe.</p> <p>YOU DO: Students, in their groups, begin to preview their editorials.</p> <p>I DO: Circulate the room, observe conversations, provide guidance/feedback, re-direct off task students/behaviours. <b>Ensure that the ELLs in each group feel included and are playing active roles (to the best of their abilities).</b></p> |                           |
| <p><b>CLOSING:</b></p> <ul style="list-style-type: none"> <li>• <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i></li> <li>• <i>review or summary if applicable</i></li> <li>• <i>anticipate what’s next in learning</i></li> <li>• <i>“housekeeping” items (e.g. due dates, next day requirements)</i></li> </ul> | <p>Cue students that it is time to finish up their group discussions (for today), reminding them that they will have tomorrow’s ELA block to apply the reading strategies, answer the assigned Group Assignment questions, and share their findings to the class. Tell students to make sure they put their editorials and assignments in a safe place (binder/duotang) so that they do not lose them. <b>Discretely provide each ELL with an additional copy of their editorial and the Group Activity sheet in case they would like to take it home and spend time familiarizing themselves with the content and reading skills/strategies discussed in today’s lesson.</b></p> <p>Praise students for the effort they put into this lesson and its tasks.</p> <p>Collect Literacy in Action textbooks.</p> <p>Cue students to move on to the next activity/scheduled task – <b>pointing to the visual daily schedule.</b></p>  | <p>5 minutes wrap up.</p> |

## 9. REFLECTION

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



**Vocabulary Review**  
Words we need to know to read and understand editorials.....

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**Editorial**

- Persuasive texts that purposefully communicate an opinion or point of view to readers.



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**Author**



- Writer of a text (i.e., book, author, report)

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Argument

- A reason or set of reasons given with the aim of persuading others that an action or idea is right or wrong.



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Persuade



- Make someone believe something, usually with effort and good reasons.

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Opinion

- A view or judgment about something, not necessary based on fact or knowledge.



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### Fact



- A thing that is known or proved to be true.

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### Data

- Facts and statistics collected for reference or analysis.



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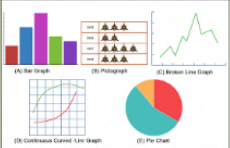
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### Graph



- A diagram showing the relation between variables.

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### Source

- A book or document used to provide evidence in research.
- A person who provides information.



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### Question



- To raise doubt about or objection to something.

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### Infer



To deduce or conclude information from evidence and reasoning rather than from explicit statements.

To reach a conclusion based on information.

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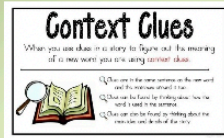
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### Find Clues to Word Meaning



- Use surrounding words to help determine meaning of new words
- context clues.

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### Interpret Data

- The process of using diverse analytical methods to review data and arrive at a conclusion.



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### Synthesize



- Combining new information with what you already know (your schema).
- **Connections + new info = New ideas**

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15

# Read Editorials



An editorial is a persuasive report that expresses an opinion or a point of view about an issue. Facts and arguments are used to persuade the reader to agree with the point of view.

- When you want to understand an editorial, ask **questions** such as:
- What opinion is stated?
  - What solution is being suggested? Why?
  - What will be the consequences?

- When you want to **infer** or read between the lines, think about:
- What does the writer want you to think about this issue?
  - What clues tell you this is the writer's opinion?

- When you don't know the meaning of a word, find clues:
- What does the word structure tell me?
  - What other words does this remind me of?
  - How is the word used in the sentence?

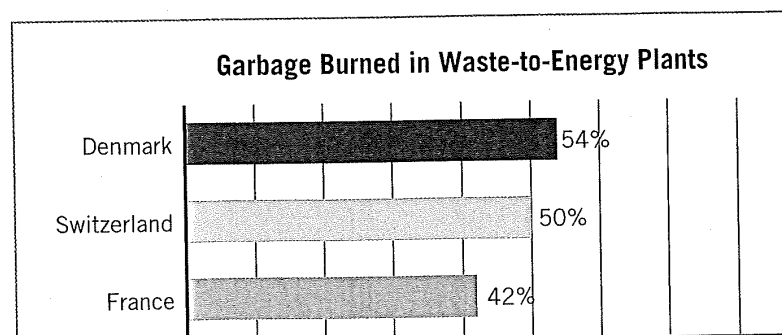
## Waste-to-Energy: The Way to Go

by Calvin Lysenko, Environmental Reporter

I think we all agree that recycling 100% of our garbage would be wonderful. Unfortunately, it isn't realistic to believe that it will happen anytime soon. And, as our overflowing landfill sites show, we are running out of places to put our garbage. That is why I believe that the time has come to support "waste-to-energy" programs, also known as WTE.

WTE is really just a fancy term for burning, or incinerating, garbage. In the past, burning garbage was dangerous due to the chemicals produced by the burning process. But new ways of incinerating garbage have made the method extremely safe today. And there's a bonus! Garbage disposed of in this way can be used to create electricity, decreasing the amount we rely on fossil fuels.

Many countries in Europe already dispose of much of their garbage by burning or incinerating it. WTE should *never* be favoured above recycling. But, with care, WTE and recycling can be used together to provide a safe, clean solution to our garbage problem.

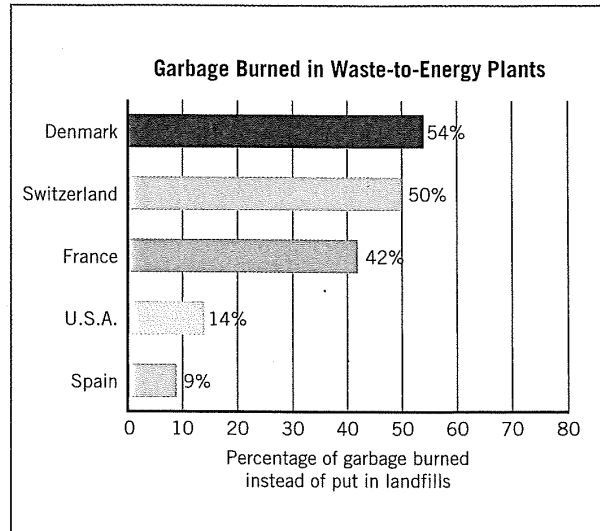




## Interpret Data

Graphs provide information in a way that lets you compare data. **When you interpret a graph...**

- Identify the purpose for comparing data.
- Read the heading and labels.
- Identify each axis of the graph.
- Look for a logical pattern or sequence in the data.
- Think about possible reasons for any pattern or sequence.
- Consider the writer's purpose in supplying the data.



## Synthesize in a Graphic Organizer

When you **synthesize**, you put ideas together so that you can come to a conclusion or see ideas in a new way. A **Venn diagram** can help you.

### Main points in article

- overflowing landfills
- need for special programs to improve garbage disposal
- try "waste-to-energy" programs

### Your conclusion

- We need more creative solutions to our garbage problems.

### Your own ideas

- garbage is piling up
- city problems with garbage
- need easy ways to recycle

**REFLECT  
ON  
READING**

Which strategies will be most helpful to use when you read editorials?



## APPLY STRATEGIES

- Ask questions
- Infer
- Find clues to word meaning
- Interpret data
- Synthesize

## Tuning Out Global Issues

by Alex Downey-Ging, age 14

Is it just me or is **devastating** no longer devastating? When you're listening to the news and hear "Another Canadian soldier was killed in Iraq," or "Scientists have announced that greenhouse gas emissions have increased **dramatically**," what do you do?

Are you upset? Concerned? Wondering what you can do? Probably not. Most likely you're wondering what's for dinner or how much longer you can get away with not cleaning your room.

Why? After years of people and media telling us of global **dilemmas**, we begin to tune it out. We just aren't interested because we've heard it all before. It's not that we don't care.

Let's say you leave your jacket in the living room and your parents tell you to put it away. At first, you take notice and make a mental note to put it away...but you get busy with something else.

Ten minutes later, your parents are back, reminding you again to put your jacket away, but instead of doing that, you silently hope someone else will do it for you. As time goes by, your parents send a sibling to nag you and add a consequence.

devastating    disastrous, tragic

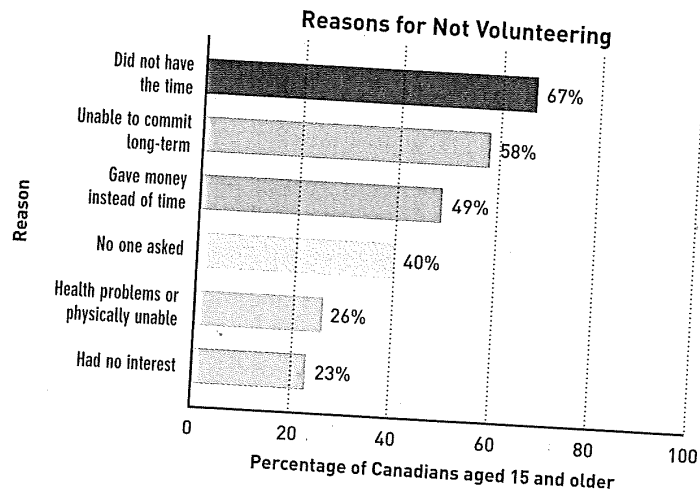
dramatically    a lot

dilemma    problem

If you don't put your jacket away, you'll lose the TV for a week. After a bit more nagging, you don't hear it anymore, but when your parents actually stick to their word and you lose the TV, you're a little surprised...until you remember all the warnings. Why didn't you just put the jacket away?

I think it's like that when we hear about other problems. News broadcasts and magazines have informed us of so many issues that we're not really listening anymore. Maybe we think it won't get any worse, or maybe we hope it will become someone else's problem.

No problem will just "go away," so we have to pay attention, step up and volunteer to do something about it. Forget the excuses. It's better to pay attention now and fix the problem than to wait until it's too late.



Source: Statistics Canada, *Canada Survey of Giving, Volunteering and Participating*, 2004



### APPLY STRATEGIES

- Ask questions
- Infer
- Find clues to word meaning
- Interpret data
- Synthesize

## We've Endangered Ourselves

by Adena Lin, age 13

The ice caps are melting, intense storms are occurring more frequently, and ocean levels are on the rise. Have you noticed that our summers have become considerably hotter here in Canada?

You might also have heard about the hole in the ozone layer over Antarctica. This has been allowing harmful ultraviolet rays to enter Earth's atmosphere.

Global warming is endangering our lives on Earth. It is threatening to wipe out every species if we don't do something about it.

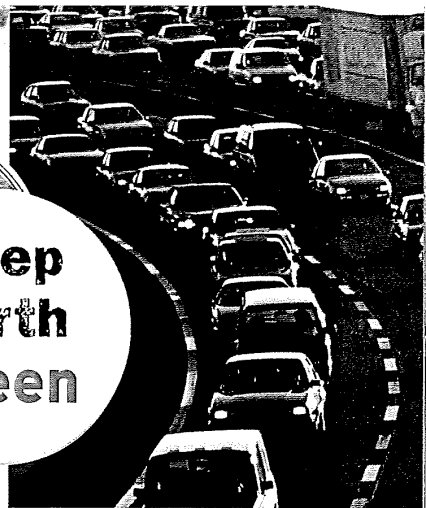
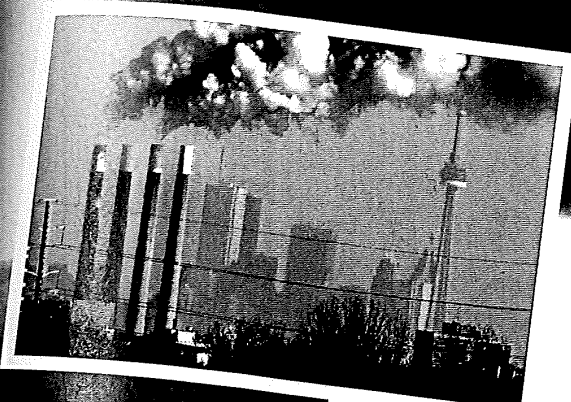
What will happen? The melted glaciers will cause a **dramatic** increase in sea levels. Large areas of exposed land will be swallowed up under the water. Scientists have told us to expect at least 30 years of abnormal weather—even if we start to make a difference now!

We will suffer numerous heat waves due to the thinning of the ozone layer and the greenhouse gases, making us more prone to skin cancer and aging.

The polluted air that we breathe has been proven to be linked to escalated **respiratory** diseases. Some of this pollution is caused by garbage dumps, which create a gas called methane. That gas goes into our air.



GLOBAL WARMING



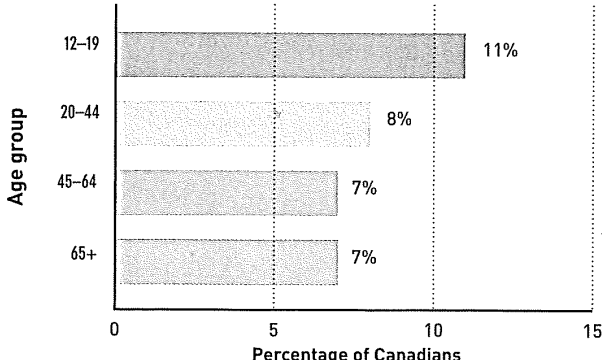
**Keep  
Earth  
Green**

What can we do? Reducing the amount of pollution that makes its way into our air is a must. It will benefit the environment and reduce the number of people with respiratory problems such as asthma.

We could conserve energy by turning off electric devices when we are not using them. If we use less energy, coal-burning plants will create less pollution.

If we fail to act now, we will be looked down upon by future generations as the selfish ancestors who refused to restore a beautiful world.

**Canadians with Asthma by Age Group**



Source: Ward Health Strategies based on data from Statistics Canada, Canadian Community Health Survey 2005

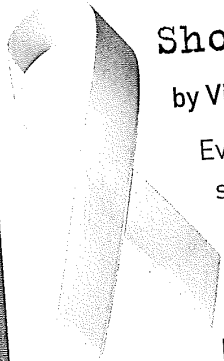
dramatic large  
respiratory related to breathing

## APPLY STRATEGIES

- Ask questions
- Infer
- Find clues to word meaning
- Interpret data
- Synthesize

### Shopping for the Cure

by Victoria Shen



Everywhere I go I see products that are red, pink, or some other colour. Buying these products is supposed to raise money for charities and other good causes. I do believe that every little bit helps, but I am not sure that, say, buying pink M&Ms™ is the best way to support struggles against breast cancer. Is shopping for the cure really the best approach?

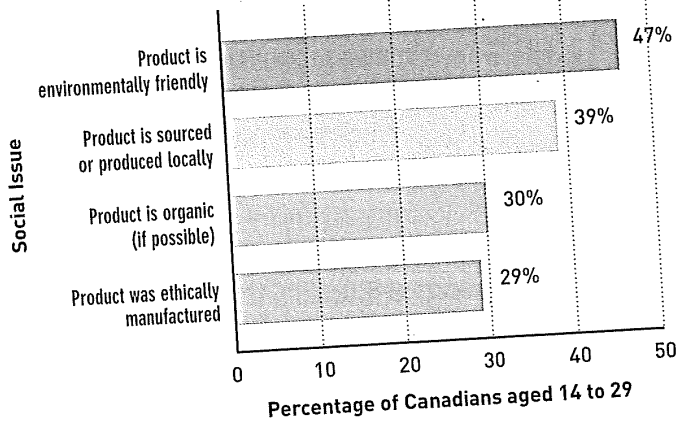
I think it's a waste of cash to shop for a cause. Only a small fraction of your money really goes to the charity. It peeves me to see fundraising schemes that sell useless things like bracelets, pins, or stickers. I'd rather these groups spend their already small budgets to provide services or meet their goals. If big corporations really want to support a cause, why don't they just donate directly? Why push expensive products we don't need?

Take breast cancer, for example. Every October is Breast Cancer Awareness Month. During this month, store shelves are filled with pink products designed to raise money for breast cancer research. T-shirts, makeup, teddy bears, yogurt, candy...the list goes on. There is a campaign called Think Before You Pink. It challenges the way corporations use these products to boost their **brand image**. In fact, some companies spend much more money marketing the pink product than they actually give to breast cancer research.

ORGANIC

At the same time, every little bit helps. If you need to buy something anyway, do your best to make an educated purchase. That can include the "for the cause" items, but also consider products that make a difference. Are they environmentally friendly? Are they recycled? Are they not tested on animals? Are they not produced in **sweatshops**? But I think the best thing you can give is yourself. Non-profit organizations are always short on volunteers. Your time and energy are priceless. Getting involved is really the best donation you could ever give.

Social Issues Considered by Young Shoppers



Source: Youthography, "Ping" Surveys, Fall 2005, Fall 2006, Spring 2007

**brand image** the impression of a particular product in the minds of consumers  
**sweatshop** workplace where people are paid poorly, work long hours and in poor conditions



Getting involved is really the best donation you could ever give.

### APPLY STRATEGIES

- Ask questions
- Infer
- Find clues to word meaning
- Interpret data
- Synthesize

## Animals Have Rights Too!

by Rebecca Barrett, age 12

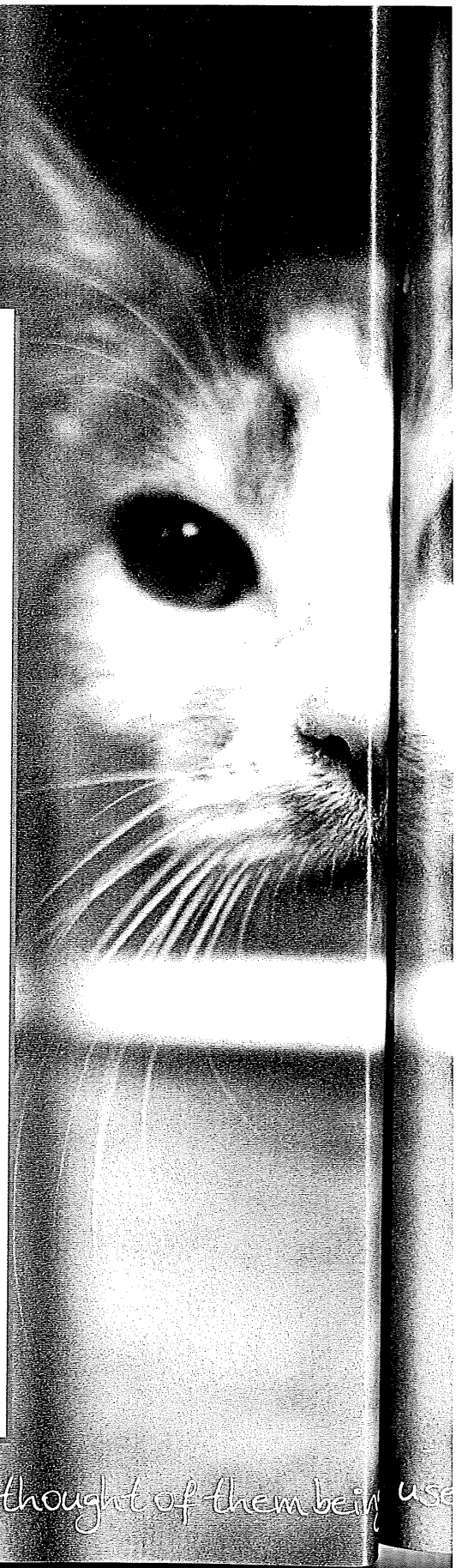
Animals deserve our respect—especially pets like dogs and cats that bring happiness to so many people. They are companions for people who are lonely. Some dogs take part in search and rescue operations. Others help people who are living with physical disabilities. Who can fail to see how important they are to our lives?

The answer is research scientists. They often use animals like dogs and cats left in animal shelters to test **cosmetics** or medicines. About 50–100 million animals, from mice to apes, are used in this way each year. Eighty percent of them die because of the tests performed on them.

Test animals often suffer because they are put into cages that are far too small for them. Sometimes there are five or six animals in one cage! These animals are not let out of their cages to get exercise or fresh air. They are only let out when they are going to be injected by needles.



cosmetics makeup

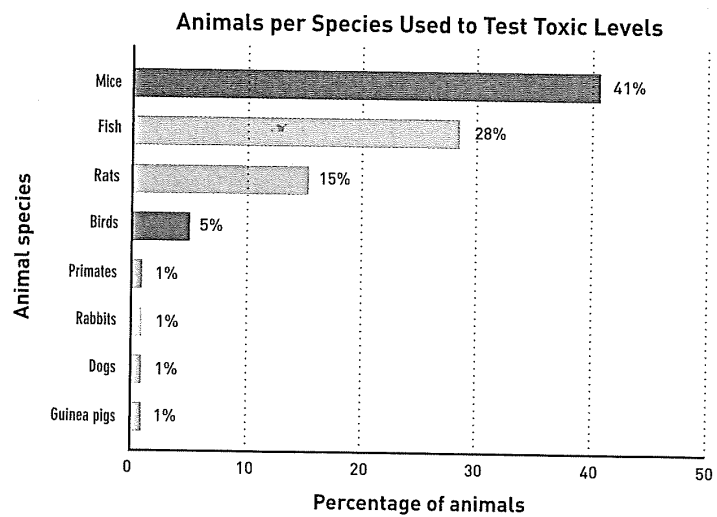


Just because they can't speak for themselves doesn't mean they can't feel pain.

I own cats. The thought of them being used for testing makes me feel sick. Just because they can't speak for themselves doesn't mean they can't feel pain. They have as much right as we do to be kept safe. They should be treated with respect.

I admit, in some cases, animal testing may be necessary. It's important to try to find cures for diseases. However, if these animals are helping us learn how to save lives, shouldn't they be treated like the heroes they are? Shouldn't they have the right to eat good food and to exercise?

There are ways to protect animals from a life in a testing lab. People who are looking for a pet should start their search at the local animal shelter. By choosing an animal at the shelter, they may be rescuing it from living in a laboratory cage for the rest of its life.



Source: Canadian Council on Animal Care, Animal Use Survey

Used for testing makes me feel sick.



### APPLY STRATEGIES

- Ask questions
- Infer
- Find clues to word meaning
- Interpret data
- Synthesize

## Downside of Making Corny Fuel

by Abdullah Shhipar, age 14

We live in a world that is very concerned about the environment. Our supply of natural gas is dwindling. Governments and car makers are always trying to find alternatives to natural gas. They are looking at **hydrogen** and ethanol. Ethanol is something both the U.S. and Canadian governments see as a solution.

So what exactly is ethanol? It's a biofuel made from corn. "Bio" means it is made from living things, like plants. Ethanol is usually mixed with gasoline to use in cars. Is this the magic solution to our problems? Not exactly. There are a lot of hidden secrets about ethanol.

Ethanol is made from corn. So now there's a demand for corn-based fuels. As a result, the price of corn will go up. That's good news for a corn farmer in Nebraska. It's bad news for the average consumer. The cost of meat will also go through the roof. Why? Because farmers rely on corn to feed their animals.



**hydrogen** flammable gas that combines with oxygen to form water

*Tortilla prices  
have gone up!*

If the price of feed goes up, they will have to raise meat prices. It will also create more demand for cornfields. More land will be used to grow corn.

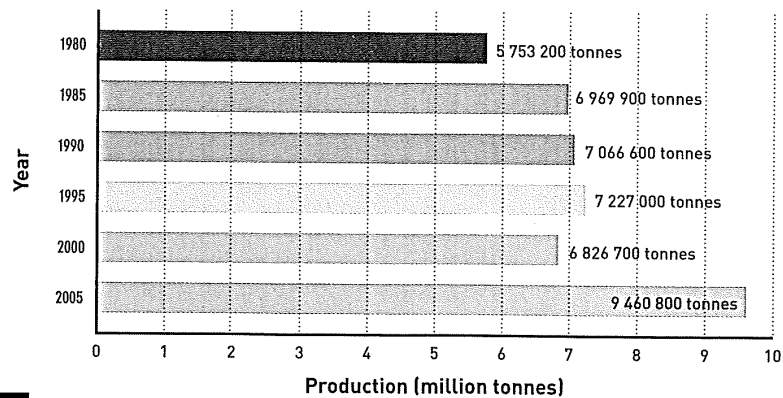
Lester Brown, president of the Earth Policy Institute, says that the amount of ethanol that would be used by a gas-guzzling SUV could feed a person for a whole year. Tortillas, which are made from corn, are a staple food eaten in Mexico. Prices for tortillas have already gone up!

Another problem is that not all cars can run on ethanol. It contains 85 percent alcohol and only 15 percent gas.

I think hydrogen is a better solution. It is both environmentally and economically friendly. Governments must put more money into hydrogen development.

Ethanol is a good start, though I don't see it as a good long-term solution. We would be winning the battle against global warming, but we would be losing the fight for a perfect world.

Canadian Corn Production



Source: Statistics Canada

E-85 ETHANOL



*...not all cars can  
run on ethanol.*

## **Group Assignment—Editorials: Reading for Understanding**

1. Title of Editorial:
2. Author and their age:
3. Main Idea/Topic of editorial:
4. Opinion/Point of view of the author:
5. Author's Argument:
6. Did the editorial persuade you?
7. Why or why not? (Hint: think about facts, data, evidence, sources of information).

**Group Member Names:**