

Sara Friend: Persevering Despite Obstacles

Learning Targets/EALRS/Evidence of Learning

Learning Target	EALR/GLE Addressed	Evidence of Achievement	Assessment Instrument and Type
<p>Students will understand that:</p> <ol style="list-style-type: none"> 1. Persevering despite obstacles requires determination, courage, strength of character, quiet confidence and patience. (generalization) 2. We persevere because we believe in social justice, or a hope for a better life, and because we want to make our dreams come true. (generalization) 3. Support from our community, family and friends makes it easier to persevere despite obstacles. (generalization) 4. Every person has challenges in their life and has to persevere in some 		<p>Students will demonstrate a well thought out piece of writing in which they have at least three examples to support each of the three central questions.</p> <p>Students will demonstrate a well thought out and well written account of their own experience of persevering despite obstacles. They will give at least three qualities which helped them persevere to overcome an obstacle.</p>	<p>Pre and Post assessment writing activity answering central questions on perseverance Personal Communication (Pre) and Performance Assessment (Post)</p> <p>Autobiography assignment in which students write a story about a time in which they had to persevere to overcome a challenge, big or small. Performance Assessment</p>

<p>way to overcome those challenges. (generalization)</p>			
<p>1. Students will be able to actively participate in literature circles by being able to contribute in critically analyzing text for themes on perseverance, be able to respect others points of view, be encouraging, and be able to evaluate working as a group and their individual role. (Skill/Process)</p>	<p>Reading 4.2 Develop interests and share reading experiences. Communication 1.1.1 Applies a variety of listening strategies to accommodate the listening situation. Communication 2.2.1 Understands how to show respect for others' input. Communication EALR 2 The student uses communication skills and strategies to interact/work effectively with others Communication 2.2.2 Applies skills to contribute responsibly in a one-to-one conversation or group setting. Communication 4.1 Assesses effectiveness of one's own and others' communication.</p>	<p>Students will be able to clearly share with the group at least one way characters demonstrated perseverance in a story.</p> <p>Students will be able to demonstrate effective interpersonal skills by being respectful and encouraging.</p> <p>Students will contribute at least one way in which the grouped worked well together, needed improvement and one way in which they contributed individually.</p> <p>Students will fill out a self evaluation based on a rubric to assess their own participation and contribution to the literature circles.</p>	<p>Teacher evaluation on one groups effort and contribution per day (also individually by student)</p> <p>Teacher-to-group debriefing exercise (oral) where students assess their ability to work together effectively as a group as well as their individual contributions (I will meet with students as a group as well as individually)</p> <p>Self evaluation by students at the end of the unit.</p> <p>Personal Communication</p>
<p>2. Students will be able to find evidence in text of how the character persevered to overcome</p>	<p>Reading 2.4.1 Apply the skills of drawing conclusions, providing a response, and expressing</p>	<p>The student will exhibit thoughtfulness and good writing skills while writing from the perspective of a fictional or real</p>	<p>Journal entry from the perspective of a fictional or real character, talking about one of the people in the biographies they read.</p>

<p>obstacles (Skill/Process)</p>	<p>insights to informational/expository text and literary/narrative text. Reading 2.1.4 Apply comprehension monitoring strategies before, during, and after reading: use prior knowledge/schema.</p> <ul style="list-style-type: none"> • Explain connections between self and characters, events, and information occurring within a text or among multiple texts. <p>Writing 2.2 The student writes for different purposes Writing 2.3 The student writes in a variety of forms/genres</p>	<p>character, about one of the people in the biographies they read. Students will include at least three ways the person they are writing about has exhibited traits of perseverance.</p>	<p>(Performance Assessment) (Example, writing from the perspective of Rosa Park’s husband, discussing her qualities of perseverance in changing laws against African Americans). Performance Assessment</p>
<p>3. Students will be able to use reading strategies such as making connections and making generalizations to compare similarities of how different characters persevere despite obstacles. (Skill/Process)</p>	<p>Reading 2.1.3 Apply comprehension monitoring strategies during and after reading: determine importance using theme, main ideas, and supporting details in grade-level informational/expository text and/or literary/narrative text. Reading 2.1.4 Apply comprehension monitoring</p>	<p>Students will be able to make connections and make generalizations about perseverance by comparing at least two traits that both characters exhibited.</p>	<p>Final writing activity (Post assessment, part II) where students pick two characters from two biographies they read to compare stories of persevering despite obstacles.</p>

	<p>strategies before, during, and after reading: use prior knowledge/schema.</p> <ul style="list-style-type: none"> • Explain connections between self and characters, events, and information occurring within a text or among multiple texts. <p>Writing 2.2 The student writes for different purposes</p>		
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*Essential Academic Learning Requirements and Grade Level Expectations for Reading, Writing and Communication are from the Washington State Commission on Student Learning, <http://www.k12.wa.us>.