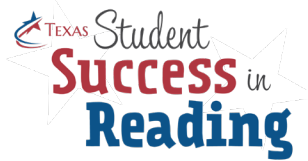
 **TEXAS** Student
Success in
Reading

Grade 5 Sample

Sample Includes:

Sample Pacing Plan.....	Page 3
Text Card.....	Pages 5–6
Lesson Plan.....	Pages 7–14
Student Guided Practice Book Sample Pages.....	Pages 15–20
Comprehension Poster Sample.....	Page 21
Notes Page.....	Page 22



Sample 5th Grade Reading Pacing Plan (2 Hours, 50 Minutes)

		Reading Skill Focus	TEK Focus (Overlapping Document 2019)	Whole-Group Instruction (30 Minutes)	Small-Group Instruction Rotation #1 (20 Minute Rotations)		*Optional* STAAR Practice	Small-Group Instruction Rotation #2 (20 Minute Rotations)		Whole-Group Closure (20 Minutes)
					Teacher Station	Independent Station		Teacher Station	Independent Station	
Unit #1: Summary	Day 1	Retell Narrative Nonfiction	5.7D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.	"On a Mission" Text Card Part 1	"On a Mission" Text Card Part 2	"On a Mission" Text Card Part 5: Write It	"On the Beach at Night"	"On a Mission" Text Card Part 3	"On a Mission" Text Card Part 4: Quick Check	"On a Mission" Text Card Part 5: Work Together
	Day 2	Identify Main Idea and Supporting Detail	5.9Di recognize characteristics and structures of informational text, including: the central idea with supporting evidence.	"School for Girls" Text Card Part 1	"School for Girls" Text Card Part 2	"School for Girls" Text Card Part 5: Write It	"Dolphin by Any Other Name"	"School for Girls" Text Card Part 3	"School for Girls" Text Card Part 4: Quick Check	"School for Girls" Text Card Part 5: Work Together
	Day 3	Synthesize Graphics	5.9Dii recognize characteristics and structures of informational text, including: features such as insets, timelines, and sidebars to support understanding.	"Sitting Down to Take a Stand" Text Card Part 1	"Sitting Down to Take a Stand" Text Card Part 2	"Sitting Down to Take a Stand" Text Card Part 5: Write It	"The Cracks in the Wall"	"Sitting Down to Take a Stand" Text Card Part 3	"Sitting Down to Take a Stand" Text Card Part 4: Quick Check	"Sitting Down to Take a Stand" Text Card Part 5: Work Together
Unit #2: Inference	Day 4	Make Connection to Text	5.6E make connections to personal experiences, ideas in other texts, and society.	"Basketball Dreams" Text Card Part 1	"Basketball Dreams" Text Card Part 2	"Basketball Dreams" Text Card Part 5: Write It	"My (Short) Life in Show Biz"	"Basketball Dreams" Text Card Part 3	"Basketball Dreams" Text Card Part 4: Quick Check	"Basketball Dreams" Text Card Part 5: Work Together
	Day 5	Tie Details Together	5.6H synthesize information to create new understanding.	"Taking Flight" Text Card Part 1	"Taking Flight" Text Card Part 2	"Taking Flight" Text Card Part 5: Write It	"The Right to Vote"	"Taking Flight" Text Card Part 3	"Taking Flight" Text Card Part 4: Quick Check	"Taking Flight" Text Card Part 5: Work Together
	Day 6	Defend Inferences	5.6F make inferences and use evidence to support understanding.	"Edison's Lessons" Text Card Part 1	"Edison's Lessons" Text Card Part 2	"Edison's Lessons" Text Card Part 5: Write it	"On Top of the World"	"Edison's Lessons" Text Card Part 3	"Edison's Lessons" Text Card Part 4: Quick Check	"Edison's Lessons" Text Card Part 5: Work Together

SCHOOL FOR GIRLS

Around the world, 62 million girls are not in school. The White House's Let Girls Learn program aims to change that.

At 13 years old, Hawa Abdulai Yorke left her family's home, in Ghana, Africa. She moved in with an aunt who promised to send her to school. Instead, the aunt put Yorke to work as her maid. Determined to go to school, Yorke returned home. She began selling water in a nearby city to raise money for her education.



Hawa Abdulai Yorke, of Ghana, was determined to get an education. She is finishing high school and plans to attend college.

She did that for three years. "I was busy working," Yorke told TIME FOR KIDS. "I had no time to learn."

What hurt most was that her father had enough money to pay the school fees. But he chose to spend his money on a motorcycle.

Yorke's story is familiar to girls growing up in Ghana. There, a girl's place is in the home. She is expected to learn to cook and clean and, one day, get married. Many people in Ghana think sending girls to school is a waste of money.

"It happens more than it should, where parents have money to send their girls to school but choose not to," says Ryan Roach. He is a Peace Corps volunteer in Ghana. He explains that traditional beliefs say education for girls is not a wise **investment**.

A Good Investment

The White House's Let Girls Learn program helps girls go to school in Ghana and in countries worldwide. Former First Lady Michelle Obama says parents are key to the program's success. They have to be convinced that education is a better investment than marriage or household labor.



COURTESY PEACE CORPS (2); MAPS BY JOE LEMONNIER FOR TIME FOR KIDS (2)

Let Girls Learn is helping these girls in Burkina Faso get an education.



In Cambodia, only 54 percent of girls finish primary school.



“If we truly want to get girls into our classrooms, then we need to have an honest conversation about how we view and treat women in our societies,” Obama said in a speech. “And this conversation needs to happen in every country on this planet, including my own.”

Big Goals

The program hosted a 24-hour brainstorming event in Ghana. Girls across the country **collaborated** with Peace Corps volunteers, tech experts, and university students. Their goal was to fix the problems that keep girls from going to school.

Yorke’s team came up with an idea for an app. It sends a recorded message to parents’ phones from a Ghanaian celebrity. The message points out the benefits of sending girls to school.

Yorke plans to attend college and study computer science. She says that working alongside women college students at the Let Girls Learn event strengthened her **resolve**. “I’m focused on my books,” Yorke told TFK. “I know if I study hard, I, too, can go to the university and live a happy life.”

ffiBy Brenda Iasevoli

2B

ESSENTIAL QUESTION

How would you convince someone to stand up for other people’s rights?

KEY WORDS



collaborate (verb): to work together
*Jenna asked Mike if he wanted to **collaborate** on the science project.*

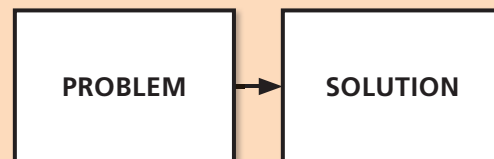
investment (noun): the act of spending money on something that is expected to be useful or helpful
*Our school district is making an **investment** in new technology.*

resolve (noun): determination
*Taking a writing class strengthened my **resolve** to become an author.*

TEXT STRUCTURE



Problem-Solution



READ AND THINK



Identify the main idea and details.

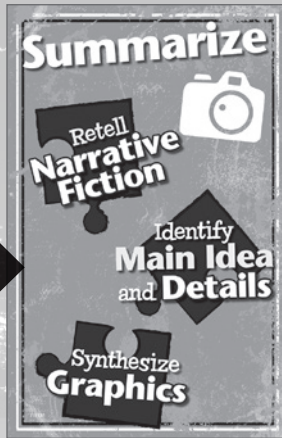
To figure out the main idea, ask yourself: What is the point of this article? State

the main idea in one or two sentences. Then find details that support the main idea.

School for Girls

Summarize

Identify Main Idea and Detail



Strategy Focus: Identify Main Idea and Detail

In this lesson, students will practice identifying the main idea and details. Students will learn to increase their level of understanding by looking for the main idea. They will then learn to identify supporting details to confirm the main idea. By doing this, students will effectively summarize the text. Students will read Text Card 2B, “School for Girls,” and use a problem-solution organizer to record main ideas and details.

Big Idea

Rights

Essential Question

How would you convince someone to stand up for other people’s rights?

Text Overview

Summary

This article addresses the issue of education for girls. In many countries where education is not highly valued, girls are not allowed or encouraged to go to school. Such is the case for a 13-year-old girl from Ghana who wants an education but struggles for support. The author tells us about efforts being made worldwide to change the treatment of women. (Informational Text)

Key Words

collaborate
investment
resolve

Text Measurements

Lexile: 890

- › Use text structure to comprehend a variety of texts.
- › Analyze how information is organized in a problem and solution format.
- › Engage in a group discussion by building on others’ ideas to deepen understanding of a topic.

Extension Options

- › **Work Together:** Participate in a debate.
- › **Write It:** Create an advertisement.

Materials

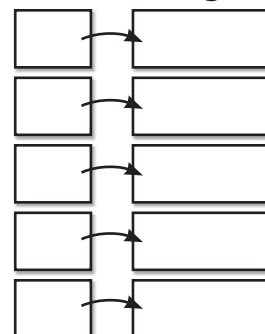
- › copies of Text Card 2B, “School for Girls”
- › *Student Guided Practice Book* pages 41–46
- › Summarize poster
- › digital tools, strips of paper, sticky notes, shells

Text Structure: Problem-Solution

Structure Vocabulary

problem, issue, challenge, dilemma, solution, answer, solve, overcome, resolve, fix

Structure Organizer



Part 1: First Read

School for Girls



Look Before You Leap

Explain that you will read this text card to answer the Essential Question: *How would you convince someone to stand up for other people's rights?*

Graphics Walk

- Engage students in the **Reading Tea Party** protocol. Before the lesson, write each of the following questions on its own strip of paper.
 - Look at the photo on the bottom of the front of the card. What does it tell you about the content of the article? (Look at the sign.)
 - What can be learned from the graphics of the two globes?
 - What does the title tell us about the article?
- Give each student a prepared strip. Tell them that they are going to greet their tea-party guests (other students in the group) as though they are at a social gathering. Then, each student will read his or her sentence strip to the party guest and wait for a response. After they receive responses, they can move on and repeat the process with other party guests.

Cultural Responsiveness:

By using the Reading Tea Party protocol, you are validating reciprocal and interpersonal cultural behaviors while students practice explicit situational appropriateness.

Introduce Key Words

Have students turn to the key words list. Read each word and definition aloud. Let students know that they will add to the definitions after reading the words in context.

collaborate (v.)—to work together; *Jenna asked Mike if he wanted to **collaborate** on the science project.*

investment (n.)—the act of spending money on something that is expected to be useful or helpful; *Our school district is making an **investment** in new technology.*

resolve (n.)—determination; *Taking a writing class strengthened my **resolve** to become an author.*

Identify Text Structure

Explain that this text is organized in a problem-solution format. It is an informational text about the importance of education for girls around the world. Say, "As you read, ask yourself, *What is the problem and solution stated in the article? What are the main ideas and the details that support those ideas?*"

Beginner or Intermediate Language Learners:

Draw a problem-solution organizer, and give an example of a problem you encountered and how you solved it. (*I couldn't remember the homework assignment last night, so I called a classmate to ask.*)



Read and Think

Introduce/Model the Strategy

- Students will practice the strategy of identifying the main idea and details. Say, "One of the ways we can gain the most understanding of the text we read is to look for the main idea. Then, we look for supporting details to confirm those points as being significant to the main idea of the article. One way to do this is to pause after each paragraph to determine the main point. What is the author trying to communicate? Doing this helps us create an overall summary of the text, including main points rather than details that aren't needed."
- Use the following think aloud to model the strategy.
 - › Read the first three sentences. Then say, "From reading the first few sentences, I'm thinking the author wants to tell me about unfair treatment of this 13-year-old girl. I'm not sure yet whether this is the main point of the paragraph, though, so I'll continue to read."
 - › Read the rest of the paragraph. Then say, "Okay, now I'm understanding the main point a little better. This girl wants an education, and she is working hard to make sure that happens. I would say that the main point of the paragraph is that Hawa wants an education, but it is not an easy thing for her to accomplish. I see details that support the main idea. Her aunt wanted her to be a maid and not go to school, and she got a job to raise money so she could go to school."

Prompt Strategy Use

- Engage students in the **Post Your Thoughts** protocol. As students read the remaining text, have them work together to record main ideas from the text on sticky notes. Then have them spread out all of the sticky notes on sheets of paper. The goal is to try to cover the space in a single layer of responses.
- After students finish reading, set a timer for two minutes to sort through their responses, looking for the five most important ideas in the text. When time is up, give partners 30 seconds to decide which of their responses they would like to share with the group.

Cultural Responsiveness:

By using the Post Your Thoughts protocol, you are validating the cultural behaviors of cooperation and spontaneity while students practice school-culture norms for turn taking and situational appropriateness.

Technology:

Digital Text Card 2B, "School for Girls," can be accessed on the *Exploring Reading* USB Device and displayed for the group. Additionally, an audio recording is available for students to listen to while following along with the text.

Part 2: Second Read

School for Girls



Read the Way You Speak

Work with students to choose a dynamic section of the text on *Student Guided Practice Book* page 41 to read aloud, attending to punctuation. Demonstrate moving pitch upward in response to a question mark or a comma and downward in response to a period.



Strategy Poster

1. Point to the Identify Main Idea and Detail section of the Summarize poster.
2. Discuss the usefulness of identifying the main idea and details. Say, "When we summarize text, we select the most important points. We don't tell every detail but rather those ideas that are most significant. Usually four or five main points are sufficient to summarize a story. We can be sure we have selected the most important points by looking for details the author includes to support them."

Intermediate or Advanced Language Learners:

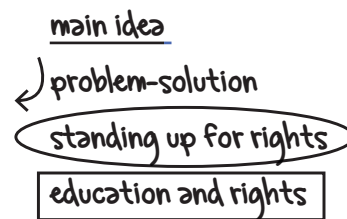
Guide students to point out one main idea in the text. Write on the board, *Hawa wants an education*. Then, ask students how they know she wants an education. Write their words on the board. (*Hawa went to live with her aunt so she could go to school. When her aunt wouldn't send her to school, she came home and worked to raise money for school*). Continue with more main ideas and supporting details.



Read with a Pencil

1. Guide students as they annotate the text on *Student Guided Practice Book* page 41.
2. Use the prompts on the following page to help students mark the text and think deeply about how specific words and phrases bring meaning to the text. Start with prompt A, then move to prompt B, and so forth. Prompt D can be used to informally check students' abilities to mark the text and reflect on the content.

Note: Creating a symbol key may help students keep track of different types of thinking. Have students write the following annotation marks in the bottom margin of the text.

**Technology:**

You can model annotations by projecting Digital Text Card 2B to the group. After completing items A–C as modeled on page 79, you may choose to have students independently complete item D by accessing annotation tools on individual devices. Students are given a purpose for reading and can use annotation tools to record their thinking.

B

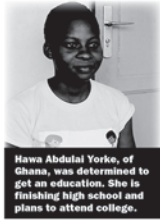
Draw an arrow to connect the main problem with the solution. Jot a note about why the solution begins with the family.

Girls need the support of their families.

School for Girls

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At 13 years old, Hawa Abdulai Yorke left her family's home, in Ghana, Africa. She moved in with an aunt who promised to send her to school. Instead, the aunt put Yorke to work as her maid. Determined to go to school, Yorke returned home. She began selling water in a nearby city to raise money for her education.



Hawa Abdulai Yorke, of Ghana, was determined to get an education. She is finishing high school and plans to attend college.

She did that for three years. "I was busy working," Yorke told TIME For Kids. "I had no time to learn."

What hurt most was that her father had enough money to pay the school fees. But he chose to spend his money on a motorcycle.

Yorke's story is familiar to girls growing up in Ghana. There, a girl's place is in the home. She is expected to learn to cook and clean and, one day, get married. Many people in Ghana think sending

① girls to school is a waste of money.

② "It opens more than it shuts. Where parents have money, they send their girls to school but choose not to," says Ryan Roach. He is a Peace Corps volunteer in Ghana. He explains that traditional beliefs say education for girls is not a wise investment.

A Goal Statement

③ The White House's Let Girls Learn program helps

B

girls go to school in Ghana and in countries worldwide. Former First Lady Michelle Obama says parents are key to the program's success. They have to be convinced that education is a better investment than marriage or household labor.

④ "If we truly want to get girls into our classrooms, then we need to have an honest conversation about how we view and treat women in our societies," Obama said in a speech. "And this conversation needs to happen in every country on this planet, including my own."

Big Goals

The program hosted a 24-hour brainstorming event in Ghana. Girls across the country collaborated with Peace Corps volunteers, tech experts, and university students. Their goal was to fix the problems that keep girls from going to school.

Yorke's team came up with an idea for an app. It sends a recorded message to parents' phones from a Ghanaian celebrity. The message points out the benefits of sending girls to school.

⑤ Yorke plans to attend college and study computer science. She says that working alongside women college students at the Let Girls Learn event strengthened her resolve. "I'm focused on my books," Yorke told TFK. "I know if I study hard, I, too, can go to the university and live a happy life."

—By Brenda Iasevoli



C

Circle the names of the people or groups who are working to stand up for the rights of education for girls. Jot a note about why they think this is a worthwhile effort.

They believe girls can make a difference in the world one day.

D

Put a box around what Yorke thinks will help her be successful. Jot a note about how you feel about getting an education.

Education should be available to all people, not just to boys.

A

Underline and number four or five main ideas presented in the article. Jot a note about the overall main idea of the article.

Education for girls should be valued and that begins with parents.

Part 3: Third Read

School for Girls



Words to Know

1. Turn to Words to Know on *Student Guided Practice Book* page 42 to review the key words list.
2. Have students add words and drawings to the Notes column for one or two words. For example, students might write synonyms for *resolve* or draw a picture of a group of people next to *collaborate*.
3. Direct students to choose one or two words they found challenging. They may work in partners to record the part of speech, definition, and notes.



Read and Find

1. Guide students to skim the text on *Student Guided Practice Book* page 41 to gather details to answer the Essential Question.
2. While searching for details, have students analyze the problem-solution structure and complete the graphic organizer on *Student Guided Practice Book* page 43.
3. Monitor students as they work, and provide feedback.



Talk about It

1. Guide student discussion of the Essential Question: *How would you convince someone to stand up for other people's rights?*
2. Engage students in the **Put Your Two Cents In** protocol. Give each student two shells to use as talking pieces. They will put one shell in the center of the table each time they share an answer.
 - › What is the main idea of the article?
 - › Which details in the article support the idea that education is a right?
3. When everyone has shared once, each student can respond or add on to someone's answer by "paying" one more shell.

Cultural Responsiveness:

By using the Put Your Two Cents In protocol, you are validating dynamic attention spans and verbally expressive behavior while students practice school-culture norms for taking turns and thinking about how and when to speak.

Beginner or Intermediate Language Learners:

Provide discussion response frames.
The main idea is _____.
_____ is a detail that supports education is a right.

Part 4: Wrap Up

School for Girls



How Words Work

1. Have students turn to How Words Work on *Student Guided Practice Book* page 44 to practice identifying complex sentences.
2. Read and review the information about complex sentences at the top of the page. Make sure students understand the difference between an independent and a dependent clause.
3. Have students work independently, in pairs, or with your guidance to identify independent and dependent clauses.
4. Encourage students to notice complex sentences as they read, write, and speak throughout the day.



Quick Check

1. Assign the Quick Check on *Student Guided Practice Book* page 45.
2. Provide time for students to complete the assessment. Encourage them to underline text evidence for their answers.
3. Review student responses as a group. Acknowledge incorrect answers, and guide students toward text evidence that supports the correct answers.

Summarize

Identify Main Idea and Detail

Part 5: Extension Options

School for Girls

Summarize

Choose one of the extension options for students to complete. Read the prompt together, and review expectations.



Work Together

1. Engage students in the **One-Three-Six** protocol. Have students turn to *Student Guided Practice Book* page 46 to review the Work Together prompt.

In Ghana, many people think girls should work in the home. They think girls should not be educated. Work in a group to debate the topic. One side of the debate should support the idea of girls being educated. The other side should argue in favor of girls working in the home.

2. Before students begin, review the following steps for collaboration.
 - › As a group, pick two students who are in favor of educating girls in Ghana. Pick two other students in favor of girls working in the home.
 - › Take 15 minutes to research and plan your position.
 - › Conduct the debate. Each side should take two minutes to present its case.
3. Have students independently think of ideas to support their sides of the argument. Then, have students get in groups of three to discuss. Finally, students combine into a group of six to participate in the debate.

Cultural Responsiveness:

By using the One-Three-Six protocol, you are validating cooperative and relational behaviors while students practice school-culture norms for reviewing content and developing discussion skills.



Write It

1. Have students turn to Write It on *Student Guided Practice Book* page 46 to complete a written response to the text.
2. Read the prompt, and review the requirements listed below.

Imagine that you are starting a school for girls in Ghana. Create an advertisement about the benefits of going to school. Include a catchy headline. Don't forget to give reasons why girls should come to your school.

Responses should:

- › include a catchy headline
 - › include the benefits of an education
 - › include reasons girls should enroll in your school
3. Have students complete the writing independently or with your guidance.
 4. Select one prompt per unit to have students revise, edit, and publish.

Identify Main Idea and Detail

School for Girls

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in with an aunt who promised to send her to school. Instead, the aunt put Yorke to work as her maid. Determined to go to school, Yorke returned home. She began selling water in a nearby city to raise money for her education.

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—By Brenda Iasevoli



Words to Know

Directions: Review the key words from “School for Girls.” Add words or drawings in the Notes column to help you remember the words. Use the last two rows to record challenging words you or your teacher identifies.

Word	Part of Speech	Definition/Sentence	Notes
collaborate	verb	to work together <i>Jenna asked Mike if he wanted to collaborate on the science project.</i>	
investment	noun	the act of spending money on something that is expected to be useful or helpful <i>Our school district is making an investment in new technology.</i>	
resolve	noun	determination <i>Taking a writing class strengthened my resolve to become an author.</i>	

Read and Find

Directions: Skim the text on page 41. Record problems girls in Ghana have to deal with if they want to go to school. Then, find the solutions that are provided.

<div style="background-color: #f4a460; padding: 5px; display: inline-block; border-radius: 5px;">Problem</div> 	→	<div style="background-color: #00a0a0; color: white; padding: 5px; display: inline-block; border-radius: 5px;">Solution</div>
<div style="background-color: #f4a460; padding: 5px; display: inline-block; border-radius: 5px;">Problem</div> 	→	<div style="background-color: #00a0a0; color: white; padding: 5px; display: inline-block; border-radius: 5px;">Solution</div>
<div style="background-color: #f4a460; padding: 5px; display: inline-block; border-radius: 5px;">Problem</div> 	→	<div style="background-color: #00a0a0; color: white; padding: 5px; display: inline-block; border-radius: 5px;">Solution</div>

Think about the essential question: *How would you convince someone to stand up for other people's rights?* How would you stand up for girls who want to go to school?

How Words Work

Complex Sentences

There are different kinds of sentences. One kind is a complex sentence. It has an **independent clause** and at least one **dependent clause**. Sometimes, there is a comma between the two clauses. Sometimes, there is not. Look at this sentence:

Determined to go to school, Yorke returned home.

The independent clause is the part of the sentence that could stand by itself. It would still make sense without the rest of the sentence. In this example, it is the second part of the sentence *Yorke returned home*. The dependent clause is *Determined to go to school*. It is not a complete sentence. It is dependent on the second part of the sentence to make sense.

Directions: Underline the independent clause. Circle the dependent clause.

1. Around the world, 62 million girls are not in school.
2. Yorke plans to attend college and study computer science.
3. In Cambodia, only 54 percent of girls finish primary school.
4. It happens more than it should, where parents have money to send their girls to school but choose not to.
5. She moved in with an aunt who promised to send her to school.



Quick Check

Directions: Choose the best answer for each question. You may use the text to help you.

1. Many people in Ghana think sending girls to school is a waste of money. Which of these supports that point?

- (A) Yorke's story is well known. (C) She will get married someday.
(B) In Ghana, a girl learns to cook and clean. (D) In Ghana, a girl's place is in the home.

2. Which of these means the same as *collaborate*?

- (A) go to school (C) work together
(B) focus on work (D) make sense of

3. The main message of the story is _____.

- (A) school is mainly beneficial for boys
(B) it is important for girls to get an education
(C) girls all over the world are uneducated
(D) there is a need for more colleges that are just for women

4. From the story, we learn that _____.

- (A) it is important to focus on your own community
(B) change happens when people get involved
(C) girls in Colombia are not allowed to go to school
(D) girls in Ghana would rather work in the home than go to school

5. How is the White House's Let Girls Learn program helping girls in Ghana? Make sure to use details from the text to explain.

Directions: There are two prompts below. Your teacher will tell you to complete a group project or write a response.

Work Together

In Ghana, many people think girls should work in the home. They think girls should not be educated. Work in a group to debate the topic. One side of the debate should support the idea of girls being educated. The other side should argue in favor of girls working in the home.

 To complete this task:

- As a group, pick two students who are in favor of educating girls in Ghana. Pick two other students in favor of girls working in the home.
- Take 15 minutes to research and plan your position.
- Conduct the debate. Each side should take two minutes to present its case.

 Your response should:

- include a catchy headline
- include the benefits of an education
- include reasons girls should enroll in your school

Write It

Imagine that you are starting a school for girls in Ghana. Create an advertisement about the benefits of going to school. Include a catchy headline. Don't forget to give reasons why girls should come to your school.



Summarize



Retell
Narrative
Fiction

Identify
Main Idea
and **Details**

Synthesize
Graphics

119137

Notes