

MALALA'S MAGIC PENCIL

LESSONS FOR:

SUMMARIZING

EVIDENCE-BASED RESPONSES

COMPLEX SENTENCES

VOCABULARY



MENTOR TEXT
CLUB
by jivey

GRADES 3-5

Monthly Mentor Text Club

Using mentor texts is one of the best ways to maximize your teaching time. You are able to teach multiple skills, subjects, and topics with just one book!

You will notice that this unit aligns in best practices with my other resources, so it can easily be incorporated into your plans without breaking stride.

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I will happily refund you the price you paid for the individual unit!

Happy reading! -Jivey

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You'll need: Malala's Magic Pencil by Malala Yousafzai

	READING	GRAMMAR	WRITING
DAY ONE	Read <u>Malala's Magic Pencil</u> to students for enjoyment. Practice using complex sentences. Students should use 2-3 new vocabulary words from the text.	Show students the mentor sentence. Discuss the meaning of the sentence. Notice about the sentence, emphasizing the use of a complex sentence.	Students will practice writing complex sentences and illustrate the sentences.
DAY TWO	Students will summarize the mentor text by identifying the important elements of the story.	Students identify the functions of the words in the sentence. Use the interactive activity to teach/review focus skill of complex sentences.	Students will explain the meaning of a quote from Malala in a response to literature prompt.
DAY THREE	Students will apply meaning of vocabulary words to create a graphic organizer.	Discuss how the sentence could be revised to make it more effective. Allow students to revise the sentence and share.	Students will take notes on two activities (Malala and Malala Jangir) and summarize the similarities between the two.
DAY FOUR	Students will demonstrate understanding of vocabulary by determining if the word is used in the correct context.	Discuss how the sentence can be imitated. Share the example and note the differences. Students should imitate the sentence and share.	
DAY FIVE	Students will summarize the text and identify the main idea. They will also demonstrate comprehension of vocabulary words.	Practice focusing on the use of the word "and" as a conjunction.	Students will use notes and evidence-based prompts to answer a structured response.

MENTOR SENTENCE

Core Anchor Standards: L.1, L.2, L.3, W.5

Duration: 15 MINUTES DAILY

Objectives: Students will notice grammar and conventions, revise, and imitate a mentor sentence and apply it to their own writing.

Materials needed: You are not required to use mentor sentences, but encourage them. You may want to visit [this website](#) to read or watch videos on Mentor Sentences (Malcolm Gladwell, Magic pencil) to help you get started with them: [MASTER MENTOR SENTENCES](#)

Actions: Each day, students will work with a mentor sentence in a different way in their notebook. Discussion is where the learning happens- this should not be center or independent work! Students will notice what is RIGHT about a sentence (rather than looking at a sentence full of mistakes) to apply what they see to their own writing.

Day 1: Students should share what they notice about the sentence that makes it an excellent sentence. They will notice the independent clause and the dependent clause, but point out that it is a complete sentence that does not since this is the focus. (Discuss the independent and dependent clauses.)

Day 2: Students should identify the functions of the words in the sentence- how do the words help the reader understand what the author is communicating? Especially focus on the subordinating conjunction, but don't worry if they can't label every single word in the sentence.

Day 3: Students will revise the mentor sentence by adding or changing words without changing the meaning of the sentence.

Day 4: Students will write their own sentence copying the structure but writing about what they would like to write about. Before to share the example first and allow the students to notice what is the same and different from the original.

Day 5: Students will show what they have learned with an editing assessment.

Monday - possibilities of things to notice
 *complex sentence
 dependent clause first
 comma separating clauses
 first person point of view
 past tense
 prepositional phrases

Tuesday - label the sentence
 Every night - adverb phrase
 before - subordinating conjunction
 I, own - pronouns
 went, wished - verbs
 to, for, of - prepositions
 bed, pencil - nouns
 a - article
 my - possessive pronoun

Every night before I went to bed, I wished for a magic pencil of my own.

complete subjects
 simple subjects

complete predicates
 simple predicates

Wednesday - possibility of revised sentence

Every single night before I climbed into bed, I wished for a magic pencil of my own.
 (added modifier, changed to vivid verb and matching preposition)

Thursday - possibility of imitation sentence

Every night before I went to sleep, I hoped for a cuddly puppy of my own.

Every night before I went to bed, I wished for a magic pencil of my own.

PREVIEW

Every night before I went to bed, I wished for a magic pencil of my own.
 ~ Malala's Magic Pencil

Every night before I went to bed, I wished for a magic pencil of my own.
 ~ Malala's Magic Pencil

Every night before I went to bed, I wished for a magic pencil of my own.
 ~ Malala's Magic Pencil

PREVIEW

A complex sentence has a main clause and one or more dependent clauses. Often, these clauses are switched around to create a different sentence. The subordinate clause comes first, and the main clause comes second. A comma is needed to separate the clauses. When the subordinate clause comes first, a comma is needed to separate the clauses. Cut out the flap, rewrite the sentence by switching the clauses.

Complex Sentences

If he and his friends were in danger, he drew a police officer.


I told my father what I'd seen when he returned home from work.

You have not seen that girl in your class because not everyone sends enough homework.

I stopped writing stories because I didn't stop writing stories.

Name: Archer Kell Date: _____
 Assessment _____

every night before I went to bed, I wished for a magic pencil of my own.



1. Circle the mistakes in the sentence. Rewrite the sentence correctly:
 Every night before I went to bed, I wished for a magic pencil of my own.

The following sentences are complex sentences. Underline the dependent clauses. (Remember, dependent clauses cannot stand alone!) Circle the subordinating conjunctions in the dependent clauses.

- If I had a magic pencil, I would use it to put a lock on my door.
- I was throwing away potato peels and eggshells at the dump when I saw a girl sorting trash into piles.
- I would be expected to cook and clean because I am a girl.
- While the dangerous men walked the streets of our city, they

rewrite the sentence switching the clauses:

- Some of my friends threw away potato peels and eggshells at the dump in our city. Because of the threat in our city, some of my friends had moved away.
- Some of my friends threw away potato peels and eggshells at the dump. My voice is louder than ever since people have joined me.

PREVIEW

VOCABULARY CONTEXT CLUES

Core Anchor Standards: RI.1, RI.4, L.4

Duration: 45 MINUTES

Objective: Students will determine the meaning of tier 2 words in the mentor text using context clues.

Materials Needed:

Malala's Magic Pencil by Malala Yousafzai

Vocabulary word cards

What Do You Think? Activity

Actions: Read the book, Malala's Magic Pencil to students. You might read it all the way through and go back afterward to the pages where the vocabulary words are found to complete the activity, or you can stop along the way as you read.

To complete the activity, model for students how to infer the meaning of the words by reading around the word and even looking at pictures. Also show students how to determine the function or part of speech, and the word by looking at suffixes (ing often shows up to be a verb) and ways it is used in a sentence (replace the word with another one or a pronoun, for example).

Walk through each word, finding context clues in the book and allowing discussion around the part of speech it is and the definition.

**I provided word cards for you to display as part of a word wall or to use in centers for vocabulary practice if you'd like.*

protecting



© jivey

bother



© jivey

subsidize



© jivey

support



© jivey

forbid



© jivey

threat



© jivey

Name: **ANSWER KEY**

Date: _____

WHAT DO YOU THINK?



Use the text and picture clues to help you infer the meaning of these words.

PREVIEW

WORD	PART OF SPEECH	BOOK CLUES	YOUR DEFINITION
protecting	verb	The helicopter was protecting people in danger.	keeping safe

bother	verb	She would draw a lock to keep her brothers out.	annoy, or disturb
--------	------	---	-------------------

PREVIEW

rubbish	noun	The boy threw a red balloon out the window and it became rubbish.	trash, or junk
---------	------	---	----------------

support	verb	Some children work to help feed their family.	give help or assistance
---------	------	---	-------------------------

forbidden	adjective	The men didn't want girls to go to the beach because it was forbidden.	not allowed
-----------	-----------	--	-------------

PREVIEW

threat	noun	Her friend threatened to tell her secret because of fear.	danger
--------	------	---	--------

COMPLEX SENTENCES

Core Anchor Standards: W.1, W.4, L.1, L.2

Duration: 25 MINUTES

Objectives: Students will write complex sentences and demonstrate an understanding of dependent and independent clauses.

Materials Needed:

Malala's Magic Pencil by Malala Yousafzai

Magic Pencil Activity

Actions: In advance of the lesson, write or type these sentences out for display:

If I had a magic pencil, I would use it to put a lock on my door.

If I had a magic pencil, I would stop time to sleep in every morning.

If I had a magic pencil, I would use it to erase the smell of the trash dump near our house.

If I had a magic pencil, I would use it to make other people happy.

Display the sentences for students and ask them to tell you what they notice, just like you do in mentor sentences. They should notice they all start with "if" and that phrase "If I had a magic pencil" is a dependent clause. Talk to them about how this is a dependent clause, meaning it can't stand on its own and make sense. "I had a magic pencil," leaves you wondering, "what? If you had one, then what?" Next show them how the rest of the sentence could stand alone and still make sense. These are independent clauses. Compare these sentences to the mentor sentence, too, and lead them to notice how the mentor sentence also starts with a dependent clause.

Give students the Magic Pencil Activity to write their own complex sentences and draw an illustration to match. Make sure they start their sentence with "If I had a magic pencil," including the comma.

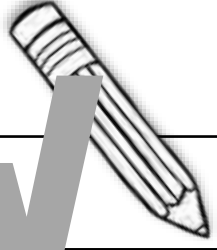
take a few minutes:

Allow students to choose one of the sentences they came up with to continue into a story of what might happen if it came true.

Name: _____ Date: _____

If I Had a Magic Pencil

Write your own complex sentences telling what you would do if you had a magic pencil and how to use it.



PREVIEW

PREVIEW

PREVIEW

SUMMARIZING: MENTOR TEXT

Core Anchor Standards: RL.2

Duration: 25 MINUTES

Objective: Students will summarize the mentor text.

Materials Needed:

Malala's Story: Persepolis, Malala's Story

Summarizing Activity

PREVIEW

Actions: Show students the Summary Activity either projected or made into a chart, or by giving them a copy of the activity. Remind students the difference between retelling (sharing all the specific details) and summarizing (tells the most important parts to give the big picture of the story). Let them know today they will be summarizing.

It might be helpful to fill in the story elements together as a shared activity, then have them write the information into a short paragraph at the bottom.

PREVIEW

PREVIEW

Malala's Magic Pencil

Write the story elements to help you summarize.

Main Character:

Malala

Problems

Dangerous men would not allow girls to attend school. Girls were scared to go to school and moved away.

Setting:

her city (Swat Valley in Pakistan *not told in story)

Major Events:

Malala enjoyed going to school and felt lucky to go. She saw other children had to work to help support their family.

Result:

Malala spoke out for the right of girls' education. When people spoke about it they spoke out to make a difference, too.

Summarize the story:

Malala grew up in a city where not everyone could attend school, but she was a lucky one. One day, dangerous men would not allow girls to attend school. Many girls were scared and moved away. Malala wrote and spoke about how that wasn't fair because education is a right, and others spoke out because of her to make a difference.

RESPONSE TO LITERATURE

Core Anchor Standards: RL.1, RL.2, W.1, W.4, W.9

Duration: 30 MINUTES

Objective: Students will respond to the mentor text

Material Needed:

Malala's Magic Pencil by Malala Yousafzai

Response to Literature Sheet

Response Prompt

Completed Summarizing Activity

Actions: Discuss with students what Malala wished to have when she was little in a magic pencil. Although those things were unrealistic, discuss with students how her pencil was still magical, or powerful because what she wrote spread an important message and helped people join a movement to make a difference in education.

Give students 5 minutes. Go over the sheet with the students for the response to literature. Discuss with them and include some key parts they are writing. Pass out the response sheet, or share on the board for them to write in their own or separate paper. You could allow students to use their completed summary to contribute to their response if you'd like.

PREVIEW

RESPONSE TO LITERATURE CHECKLIST

- summarize the text(s)
- include title and author
- only give important details
- restate the prompt/question, and answer
- make connections to the text(s)
 - provide specific examples from the text(s)
 - give personal or real world examples
- edit for errors
 - correct capitalization
 - correct punctuation
 - check for complete varied sentences

Explain the meaning of this quote from Malala:

One child, one teacher, one book and one pen can change the world.

The book Malala's Magic Pencil is an autobiography by Malala Yousafzai. She tells of her life when she was a girl and wished to have a magic pencil that could give her what she wanted, and even help others, too. The day she realized how lucky she was to go to school because she was a girl, she stopped wishing for a magic pencil and started working hard in school. When dangerous men declared that girls were forbidden from attending school, she started writing and speaking about what it was like to be scared to go to school just because she was a girl and how education should be a right to everyone. When people everywhere would read or hear her story, they spoke out to stand up and spread her message.

When Malala said, "One child, one teacher, one book and one pen can change the world," she was sharing the message that someone or something that seems small can still make a big difference. She was only a child writing with her one pen when she began her fight for girls' education and she made changes. In my own life, one teacher has helped me learn to have a growth mindset. I can continue to learn while I make mistakes and help be a better person. One book could even teach someone things about the world that encourages them to fight for a human right, just like this book did for me.

Response to Literature Rubric

	EXCEEDS	MEETS	DOES NOT MEET
Ideas	<p>Clearly identifies the text, the author, and the prompt</p> <p>Addresses the prompt effectively, stating a topic</p> <p>Includes consistent supporting details</p> <p>Appropriately cites the text throughout response</p>	<p>Summarizes the text and author</p> <p>Answers the prompt</p> <p>Includes some supporting details</p> <p>Cites the text in the response</p>	<p>Does not summarize the text</p> <p>Answers the prompt with limited content of the topic</p> <p>Provides little to no supporting details</p> <p>Lacks reference to the text throughout writing</p>
Organization	<p>Effective introduction and conclusion</p> <p>Each paragraph is effective and well organized with supporting details</p>	<p>Introduction and conclusion refer to the text</p> <p>Each paragraph is mostly organized with connecting words and supporting details</p>	<p>Does not include an introduction and/or a conclusion</p> <p>Lacks organization of connecting words and supporting details</p>
Style	<p>Varied linking words and phrases used</p> <p>Varied evidence-based terms when citing</p> <p>Appropriate language is used to clarify ideas</p>	<p>Linking words and phrases used</p> <p>Evidence-based terms when citing</p> <p>Language mostly expresses ideas clearly</p>	<p>Lacks linking words and phrases</p> <p>Lacks evidence-based terms</p> <p>Language expresses ideas with limited clarity or is not appropriate for the task</p>
Grammar and Conventions	<p>Writing is free of errors</p> <p>Minimal errors in capitalization and punctuation</p> <p>Sentence types are varied</p>	<p>Minor errors in capitalization and punctuation</p> <p>Some variation in sentence types</p>	<p>Handwriting is illegible</p> <p>Major errors in capitalization and punctuation</p> <p>Only simple sentences used, or includes many fragments</p>

VOCABULARY DIALOGUE

Core Anchor Standards: RI.4, L.4, W.3

Duration: 25 MINUTES

Objectives: Students will apply understanding of meaning of the vocabulary words to images to create a visualized dialogue utilizing the words.

Materials needed:

What Did They Say? Activity

Completed What You Think Activity

Actions: Review the meanings of the vocabulary words from the mentor text, Malala's Magic Pencil by having students act out the words or to describe scenarios in life when the word applies by asking questions like, "What does it look like when someone is protecting you?" or, "Who bothers you? How?" Giving them the opportunity to apply the words to real life will help with the activity.

Pass out the What Did They Say? Activity. If this is the first time they have done an activity like this, you might want to complete the first one together. Then have them work with a partner to complete the next. Students should carefully read what is happening in each scenario and review the vocabulary words to see which one(s) apply. Some scenarios could apply to more than one word. They should come up with a sentence or two of dialogue that demonstrates they understand the meaning of the word. (I would not accept, "I am protecting him." for the lifeguard, but I would accept, "I am protecting the swimmers and making sure they stay safe in the pool.")

PREVIEW

Name: **ANSWER KEY**

Date: _____

WHAT DID THEY SAY?



Imagine these people are speaking using the vocabulary words. What could they say?



his is meant to be **open-ended!**

could say she **doesn't like**
bullied by the mean girl.



could talk about her job as a lifeguard
is protecting the swimmers



could say they are cleaning up rubbish



could discuss **supporting** her friend
when he's **scared** or **hurt**

SUMMARIZING NOTES

Core Anchor Standards: W.7, W.8, W.9, RI.1, RI.2

Duration: TWO 30 MINUTE PERIODS

Objective: Students will summarize information in notes and compare two activists through evidence in texts.

Materials Needed:

Malala's Magic Pencil, Malala Yousafzai

Activists Notes Organizer

Payal Jangid Article

PREVIEW

Actions: Read the letter from Malala and the "About Malala Yousafzai" in the back of Malala's Magic Pencil. Give students the organizer, and review the definition of activist. Work with students to summarize information from the text into notes on the organizer that reflects how she was an activist.

Give students the Payal Jangid article. Allow them to work with a partner to read about Payal and summarize information into notes on the organizer.

Come back together as a class to discuss the notes they made about Malala and then write a summarizing sentence about how both Malala and Payal were girls activists.

PREVIEW

Payal Jangid

Imagine your parents sending you away to marry a stranger at 12 years old. You'd no longer go to school, and you'd be responsible for all the housework, and even raising babies. This is exactly what was going to happen to Payal Jangid, an eleven-year-old girl from the Hirva village in Rajasthan, India. Child marriage is still a common practice in India, even though child marriage is a crime in the country, in rural areas like Hirva people follow centuries-old traditions because they are not educated to know there is a better way.

When Payal learned that she was going to be forced to marry in the coming year, she visited a social activist in her region for help. The activist supported her by speaking to her father and convincing him to change his mind. Payal saw how sharing facts about the importance of education for girls could persuade parents against child marriage. She visited families to explain why school is so important for the future of girls. Payal also shared the negative effects of child marriage, which helped parents understand that it would not be good for their daughters. She organized rallies and campaigns to help women and young girls feel comfortable speaking out.

Payal was elected as the leader of the Child Parliament, which is a group of 50 children from different villages who discuss important issues and work for change. Payal said, "I want to fight for all children, especially girls. I want every child in the world without education to be helped, and given a chance."

Because of Payal's work, there has been a major improvement in the village. All the children now go to school, and there have not been any child marriages in the last decade. She was awarded the Grameen Award at the Goalkeepers Global Awards for her work. She is the first Indian to win the award.



Notes About Activists

What is an activist?

An activist is someone who feels so strongly about something they believe isn't fair that they work to raise awareness and bring about change.

Malala Yousafzai

Payal Jewani

- grew up in Swat Valley in Pakistan
- girls were forbidden to go to school when she was ten
- her father spoke out for girls' education, which helped her find her voice
- she believes all children should have an education
- she found power in her voice even though she was a young child
- she was attacked but didn't stop her from speaking about the importance of education, and then joining the fight
- she started Malala Fund which opens schools for girls
- she has received many prizes and awards, including the Nobel Peace Prize

- from Hinsla village in Rajasthan, India
- girls were forced to marry as children
- she got help to prevent her father from sending her away to be married at 11
- she realized how one voice could create change and began to speak out
- she wanted to end child marriage and help others realize the importance of education
- she organized protests to help others speak out
- she was elected the leader of the Child Education Movement
- child marriages ended in her village because of her work
- she was awarded the Changemaker Award

How are Malala and Payal similar activists?

Malala and Payal were both very young when they began to speak

up for their education and they made a difference even though they were young. They helped other girls find their voices too. They were both
been recognized for their work with important awards.

VOCABULARY CONTEXT

Core Anchor Standards: RI.4, L.4

Duration: 20 MINUTES

Objectives: Students will demonstrate vocabulary understanding by determining if the word is used correctly in context.

Materials Needed:

You Decide Activity

Completed What You Think Activity

Actions: This activity is a great one to do as a whole group discussion or to have students complete in small groups so that they can discuss why the sentence makes sense, or doesn't make sense. You could even save paper by projecting it and just having them do it solely as a discussion activity.

Students should work through the sentences to determine if the word is used correctly, and tell why or why not.

PREVIEW

PREVIEW

YOU DECIDE!



Do these situations demonstrate the word correctly? Why or why not?

PREVIEW

1. My teachers support me by explaining things when I don't understand.

yes no

Teachers help students learn by explaining.

The baby was protecting the knives on the table by leaving them there.

yes no

Knives are sharp and would put babies in danger, instead of keep them safe.

3. Marsala took the rubbish to the dump.

yes no

Rubbish is trash.

4. The dog growled at the cat as a warning to stop bothering her.

yes no

Dogs growl at things they don't like.

5. Being quiet in a movie theater is forbidden.

yes no

Being quiet is forbidden so people can enjoy the film.

6. The hungry insects were a threat to the growing crops.

yes no

Insects can hurt growing crops and are a danger to the farmer.

PREVIEW

ASSESS COMPREHENSION

Core Anchor Standards: RI.1, RI.2, RI.4, L.4

Duration: 25 MINUTES

Objective: Students will demonstrate comprehension of a text and vocabulary.

Materials Needed:

Payal Jaiswal Article

Summarizing Activity

Show What You Know Activity

PREVIEW

Actions: Have students complete the summarizing activity independently using the article about Payal, and the Show What You Know activity for vocabulary assessment.

PREVIEW

PREVIEW

SUMMARIZING

Fill in the organizer to help you summarize.

Who?

Payal Jangid

Problems

Children, especially girls, are forced into child marriage and can't get an education.

Setting:

Hinsla village in Rajasthan, India

Major Events: Payal didn't want

to be forced to marry at 11 years old so she got help. She then helped others understand the effects and speak out against child marriage.

Result: Women and young girls

are now almost all school children attend schools and there hasn't been any child marriages in Hinsla.

Summarize:

Payal Jangid grew up in the Hinsla village in India where children were forced into marriage and to quit school. Payal didn't want to be married at 11 years old, so she got help. She then helped others speak out against child marriage too. Now because of her work, all children in her village attend schools and don't get married.

SHOW WHAT YOU KNOW



1. Describe a situation where one does the both as you

accept reasonable answers that describe

someone annoying or disturbing them

2. Which word has the same meaning as rubbish?

a. clean

b. safety

c. trash

3. Is a hawk a threat to _____? yes Why or why not?

harmful animals, so they would be dangerous

4. What is something that is forbidden in your classroom?

accept reasonable answers like bullying, cell phones, etc

5. The French supported the Americans in the Revolutionary War.

They fought X for / _____ against the American soldiers.

6. Name a job whose job is to protect a property. Describe how.

accept reasonable answers like firefighters help you out

fire and rescue people from burning buildings

CONSTRUCTED RESPONSE WRITING PROMPT

Core Anchor Standards: W.2, W.4, W.5, W.9

Duration: 45 MINUTES

Objectives: Students will integrate information to write about a subject knowledgeably.

Materials Needed:

Completed *Payal* Article

Outline

Opinion Text-Based Prompt Checklist

Opinion Prompt

Actions: Discuss with the students the importance of citing evidence when sharing ideas from other writers. Help students understand that it's not only important to give credit to the person who shared the information, but also for the reader of your writing to know where this information was featured. Give students the list of Evidence-Based Terms and talk about varying the ones used so every time they refer to the *Payal* article, they don't simply say "the article" or "the article says" as they boring to a reader. Students may use the notes about activists from the previous lesson to help support their response.

Give students the constructed response checklist and review the expectations with them before giving them the constructed response prompt (or share on the board for them to write in a journal or separate paper). Remind students to use the Evidence-Based Terms list to vary the way they cite their supporting details and to use the checklist to be sure they have done their work completely.

PREVIEW

Evidence-Based Terms

The book/article/text says...

In this book/article/text...

The picture/illustration shows...

In paragraph 4, it says...

I learned in the book/article/text that...

The author shared...

According to the book/article/text...

From the book/article/text, I can infer...

For example, in the book/article/text...

Based on what I read...



Evidence-Based Terms

The book/article/text says...

In this book/article/text...

The picture/illustration shows...

In paragraph 4, it says...

I learned in the book/article/text that...

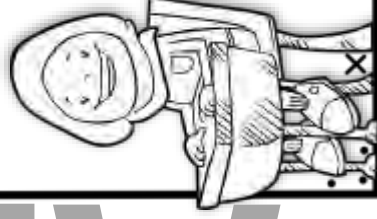
The author shared...

According to the book/article/text...

From the book/article/text, I can infer...

For example, in the book/article/text...

Based on what I read...



CONSTRUCTED RESPONSE CHECKLIST

- restate the prompt/question
- use key words from the prompt/question
- answer completely
- explain your thinking
- make connections to the text(s)
- provide specific examples from the text(s)
- use evidence-based terms
- edit for errors
- correct capitalization
- correct punctuation
- check for complete varied sentences

What are ways that young people can bring about important changes in our world?

Young people can bring about important changes in the world, even though they aren't allowed to take one person's actions as a movement, but they usually can't bring about a change alone. Young people find the voice to pick up the voice of others to find their message, too, and spread the word to join their fight.

Malala Yousafzai is one example of a young person who brought about important changes. According to what she shared in her autobiography, when she was ten, girls were forbidden to go to school. In her book, she shared how important she believed education was for all children, especially girls. She began sharing what was happening in her city, and I learned that she was even attacked, but it didn't stop her from speaking out about the importance of education. She joined her fight for girls' education and helped begin the Malala Fund, which opens schools for girls in other countries.

Payal Jandani is another young person who brought about change. In an article about her life, girls in her village were forced to marry strangers as children, which also prevented them from continuing school. Payal asked for help to prevent her father from forcing her to marry. I can infer from the article that seeing how one person could change her father's mind helped her understand that just one voice could create change. She began to share information with families in her village, and even organized protests which helped other women and girls speak out, too. The article says that child marriages were common because of the way one girl brought about change. Her village needed the article that she wrote to be a leader of the Child Parliament, which helped children make a difference in their own villages, too.

Constructed Response Rubric

	EXCEEDS	MEETS	DOES NOT MEET
Ideas	<p>Answers the prompt with limited development of the topic</p> <p>Effectively stays on topic</p> <p>Includes some supporting details</p> <p>Appropriately cites the text throughout response</p>	<p>Answers the prompt with mostly stays on topic</p> <p>Includes some supporting details</p> <p>Cites the text in the response</p>	<p>Answers the prompt with limited development of the topic</p> <p>Provides no supporting details</p> <p>Lacks reference to the text throughout writing</p>
Organization	<p>Restates the prompt using key words in the introduction</p> <p>Each paragraph is effectively organized with supporting details</p>	<p>Restates the prompt in the introduction</p> <p>Each paragraph is mostly organized with supporting details</p>	<p>Does not restate the prompt or tie in key words from the prompt in the introduction</p> <p>Lacks organization of connections and supporting details</p>
Style	<p>Varied evidence-based terms when citing</p> <p>Appropriate language is used to clarify ideas</p>	<p>Evidence-based terms used when citing</p> <p>Language mostly expresses ideas clearly</p>	<p>Lacks evidence-based terms</p> <p>Language expresses ideas with limited clarity or is not appropriate for the task</p>
Grammar and Conventions	<p>Handwriting is clear & legible</p> <p>Minimal errors in capitalization and punctuation</p> <p>Some variation in sentence types</p>	<p>Handwriting is mostly legible</p> <p>A few errors in capitalization and punctuation</p> <p>Some variation in sentence types</p>	<p>Handwriting is illegible</p> <p>Multiple errors in capitalization and punctuation</p> <p>Only simple sentences used, or includes many fragments</p>



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