

# Knowledge Is Power

*A classroom resource for understanding the importance of literacy and for everyone to have access to great books. This resource is part of the WE Read Together campaign.*

Grades 9 to 12  
American Edition

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# Dear Educator,

Welcome to the WE Movement. We are so glad you've joined us on our mission to inspire, educate and empower students to find their place in the world. Throughout the last two decades, educators have stood by us. With over 16,000 schools and groups thriving in WE Schools, we are delivering impressive results in academic engagement, life skills and civic engagement. Through the WE Schools process of experiential service-learning, students will become engaged in local and global issues through collaboration and independent reflection.

Our exciting partnership with KPMG strengthens this commitment to making the world a better place. KPMG is a professional services firm dedicated to helping develop the next generation of leaders through lifelong learning. Together with KPMG's Family for Literacy program, we want to provide a better understanding of the barriers to literacy and the possible solutions.

Through this classroom resource, your students will be engaged in understanding the importance of literacy and the barriers to literacy that may exist in their local communities. Students will learn how a lack of access to books is a barrier to literacy development and raise awareness about this issue through the creation of individual picture books. This resource is also designed to prepare your students to participate in the WE Schools WE Read Together campaign.

This is an exciting time to be an educator. Together, we have the power to reignite the fundamental purpose of education: moving students to want to learn, and preparing them with the life skills to better the world and forge their own paths to success.

Thank you for having the heart and passion to bring WE into your class. We are honored and encouraged to work with such a dedicated and enthusiastic group.

We are stronger together,



Craig and Marc Kielburger  
Co-Founders, WE



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# Essential Question: What is experiential service-learning and how can I incorporate it into my classroom instruction with WE Schools curriculum resources?

## WE Schools

WE Schools is a unique, step-by-step program that challenges young people to identify the local and global issues that spark their passion and empowers them with the tools to take action. Educators and students work together to learn about the world and to take action to create meaningful change. Delivered in 16,000 schools and groups across North America and the UK, the program provides educators and students with curriculum, educational resources and a full calendar of campaign ideas.

## What Is Experiential Learning?

Experiential service-learning is based on a structured academic foundation that goes beyond volunteering and community service. It's a practice that engages teachers and students with their communities in a structured way and allows students to meet their learning objectives while addressing their community's needs.

## The Four Steps of WE Schools

1.

### Investigate and Learn

Students explore topics related to a real-world challenge or opportunity.

2.

### Action Plan

Students develop a plan to implement their service-learning project, including one **local** and one **global** action.

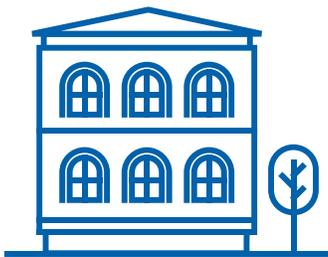
3.

### Take Action

Students implement their action plan.

**Local**

**Global**



4.

### Report and Celebrate

Students present the results of their service-learning initiatives.

## Setting Students Up For Success: In School, the Workplace and Life

WE Schools Introduction: [WE.org/we-at-school/we-schools/](https://www.we.org/we-at-school/we-schools/)

**Living WE** is about improving our lives and our world by reaching out to others. It involves focusing less on “me” and more on “we”—our communities, our country and our world.

**Social Emotional Learning:** The WE Learning Framework is grounded in social emotional learning principles, helping students develop the skills to manage their emotions, resolve conflicts and make responsible decisions.

**Global Mindset:** The ability to operate comfortably across borders, cultures and languages is invaluable. WE Schools programming promotes global mindedness and cultural competency amongst student populations during their formative years.

**Active Citizenship:** Students act on their growing knowledge by connecting with others in their communities, thereby generating interest, further research and engagement in local and national causes.

**Reflection** is a key component of our experiential service-learning model. Our reflection activities direct students' attention to new interpretations of events and provide a lens through which service can be studied and interpreted.

## Our Learning Skills Legend



Argument formation



Information literacy



Leadership skills



Organization



Action planning



Research and writing



Critical thinking



Reflection

## Knowledge Is Power Overview

The Knowledge Is Power classroom resource engages learners in understanding the importance of literacy and the barriers to literacy that may exist in their local communities. Students will explore and raise awareness about the issue of functional illiteracy in their local community and viable solutions to address this issue.

This resource is designed as an alternative to literacy lessons in the classroom. Students will engage in both reading and writing to ensure they are developing skills and content understanding. After participating in this resource, students will be ready to take action with the WE Read Together campaign.

### Rationale

KPMG is a professional services firm that is passionate about combating childhood illiteracy and increasing access to quality books for all young people. KPMG's Family for Literacy program is focused on providing new books to children from low-income families to begin the process of increasing a child's literacy outcomes. KPMG has partnered with WE to raise awareness about the importance of developing strong reading and literacy skills, and to ensure that students have the opportunity to become reflective, critical and independent learners and responsible citizens.

### Assessing the Learning

You know your students best—their learning styles and preferences, skill levels and knowledge. You are in the best position to anticipate the habits of mind that will make this classroom resource successful. We are mindful that students may be at different reading levels, including English Language Learners (ELL), and may have learning differences. In response, the Educator Notes throughout the resource make suggestions for differentiation along with extension and enrichment ideas that can be used.

Teaching strategies include collaborative group work, Socratic circles, oral presentations and reflective questioning.

Assessment strategies include observation, entry and exit slips, charts, written, verbal or recorded reflection, discussions, presentations and the composition of a persuasive essay.

This resource includes suggestions for a variety of books, videos and other resources designed to engage student interest and deepen understanding. Before beginning, visit your Teacher-Librarian, local library or school district resource center to get access to the resources listed in the Appendices.

► Explore other resources and current campaign offerings at [WE.org](https://www.wereadtogether.org)

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**Subject(s):** English Language Arts, Social Studies

**Grade Level:** Grades 9 to 12

**WE Learning Framework Skills:**



**Essential Questions:**

- ▶ Why are literacy skills essential for all?
- ▶ Why is functional illiteracy a social justice issue?

**Educator's Note:** The Knowledge Is Power classroom resource includes a variety of picture books for students to engage in. If your school does not have access to the physical copies of these books, they can be sourced in an online version. Connect with your Teacher-Librarian to source these texts.

### Word Bank

**Access**—the right or opportunity to use or benefit from something

**Literacy**—the ability to read and write

**Illiterate**—unable to read or write

**Functional illiterate**—lacking the literacy necessary for coping with most jobs and many everyday situations

**Quality**—the standard of something as measured against other things of a similar kind; the degree of excellence of something

**Source:** Oxford Dictionary. [en.oxforddictionaries.com](http://en.oxforddictionaries.com)

## Materials And Resources

- *Through the Looking-Glass, and What Alice Found There* written by Lewis Carroll, illustrated by John Tenniel (Books of Wonder, 1993, First Published in 1871)
- Chart paper or markers
- Computers or tablets
- Appendix 1: Classroom Observation Forms
- Appendix 2: Social Justice Booklist - Grades 7 to 12
- Blackline Master 1: Action Plan and S.M.A.R.T Goals
- Blackline Master 2: Book Drive Criteria

## Lesson 1:

# Understanding 21st-Century Literacy



## Suggested Time:

40 minutes

## Common Core Alignment (Grades 9–12)

- CCSS.ELA-LITERACY.SL.9-10.1.B - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- CCSS.ELA-LITERACY.W.9-10.1.B - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- CCSS.ELA-LITERACY.SL.11-12.1.B - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- CCSS.ELA-LITERACY.W.11-12.1.B - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.

## Learning Goals:

Students will:

- Identify the difference between basic literacy and 21st-century literacy skills
- Introduce the concept of functional illiteracy

# Investigate and Learn

**Educator's Note:** The instructional strategy of a graffiti board is a shared writing space where students record their comments and questions about a topic. This allows students to "hear" each other's ideas. For any assessments during the lesson, use the **Appendix 1: Classroom Observation Forms** to collect any relevant student data.

1. **Recommended Assessment For Learning:** Prior to students entering the classroom, place two large pieces of chart paper on the wall. On the front board, place the questions: What is literacy? How do you interact with literacy every day? What does it mean to be literate in the 21st century? Distribute markers and have students write down their thoughts and opinions on the chart paper to create a graffiti board.

2. Ask students to create small groups. Distribute chart paper and markers to students. In their groups, ask students to think about their current morning routine and the process of coming to school. Have students create a list of their interactions with literacy and how they use their currently developed literacy skills. After students have created the list, have them reflect and write down alongside the interactions how they think they would function without these learned skills.

3. **Recommended Assessment As Learning:** Show students the video "What Does it Mean to be Literate in the 21st Century?" [www.youtube.com/watch?v=Wn0\\_HkvxkU](https://www.youtube.com/watch?v=Wn0_HkvxkU) (8:02). In their small groups, ask students to discuss and answer the following questions by writing their responses on the chart paper:

- a. What are basic literacy skills?
- b. How do 21st-century literacy skills differ from basic skills?
- c. Should students learn basic skills before they learn 21st-century skills?
- d. How has industrialization changed literacy development?

4. Place the following scenario and question on the front board. *"I am a migrant from Portugal and have moved to the United States recently. In Portugal, I was a dentist. I can only speak Portuguese and find it difficult to read, write, understand and communicate in English. This has affected my job prospects in America."* Is this person literate or illiterate? In the same small groups, discuss the scenario.

5. **Recommended Assessment Of Learning:** Based on the discussion conducted in their small groups, complete the following reflection. Ask each student to consider if the person from the scenario is literate or illiterate and provide a justification from their understanding of 21st-century literacy.

## Lesson 2:

# Functional Illiteracy



### Suggested Time:

75 minutes

### Common Core Alignment (Grades 9–12)

- CCSS.ELA-LITERACY.RI.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RI.9-10.7 - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- CCSS.ELA-LITERACY.RI.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- CCSS.ELA-LITERACY.RI.11-12.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

### Learning Goals:

Students will:

- Understand what it means to be functionally illiterate
- Identify the cause and effect of functional illiteracy on individuals

**1. Recommended Assessment As Learning:** In pairs, ask students to read aloud the text “The Jabberwocky Poem” by Lewis Carroll. [www.jabberwocky.com/carroll/jabber/jabberwocky.html](http://www.jabberwocky.com/carroll/jabber/jabberwocky.html). Ask students to reflect on the experience and, using the following prompts, discuss the experience of reading a nonsense text. Use the **Classroom Observation Forms** in Appendix 2 to record student observations and reflections about the reading experience.

- Were you able to read the text? Were there words you did not recognize? Were you able to decode (sound out those words)?
- Did you understand all the words?
- Did you understand the content in the poem? What was it about?
- How did you feel while reading the text?

**2. Discussion:** If you were able to read the words in the text, why did you not fully comprehend the information? How might this experience reflect that of someone who can decode a text but struggles to understand what they read? How could this affect their everyday life? What are some of the steps you will take to understand the text better?

**3. Recommended Assessment As Learning:** Distribute an entry slip to all students. Ask students to reflect and write a short answer to the following questions after watching the video “My Struggle for Literacy in America,” [www.youtube.com/watch?v=poZmf4JFVoQ](https://www.youtube.com/watch?v=poZmf4JFVoQ) (11:36). This video reflects on an individual's experience in the American education system and how she discovered her lacking literacy skills.

- What is functional illiteracy?
- Do I consider myself to be literate?
- Is the person in the video considered literate or illiterate in the 21st century?

**4.** As a class, discuss what it means to be functionally illiterate. Redistribute the exit tickets from the previous lesson. Take a poll of student opinions. Ask students if their opinion has changed. Is this person literate, illiterate or functionally illiterate? Explain to students that to be functionally illiterate is to lack the literacy skills necessary for coping with most jobs and many everyday situations.

**5.** Share the following statistic: According to the Program for the International Assessment of Adult Competencies (PIAAC) conducted between 2012 and 2014, 18 percent of U.S adults performed at the lowest level of the PIAAC literacy scale (at or below Level 1) which was higher than the international average of 16 percent. **Source:** National Center for Education Statistics [nces.ed.gov/surveys/piaac/results/summary.aspx](http://nces.ed.gov/surveys/piaac/results/summary.aspx) Have students speculate on why 18 percent of U.S. adults are considered functionally illiterate. What has contributed to this gap in literacy skill development?

**Educator's Note:** In the next activity, students will be participating in a Socratic seminar. In this instructional strategy, students help one another understand the ideas, issues and values reflected in a text through group discussion. After students complete the seminar activity, they will come together to participate in the Jigsaw instructional strategy. In this cooperative-learning reading technique, students will teach the article content they have specialized in to members of their group.

6.

**Recommended Assessment As Learning:** Divide the class into four groups. Distribute the following video or newspaper articles to each group. Invite students to read and discuss their article in a Socratic seminar and discuss the following questions:

- a. How does the article describe literacy or functional illiteracy?
- b. Are you surprised by the information about American literacy?
- c. What is the article's key message or opinion?

Display the questions on the front board.

**Articles and videos about Functional Illiteracy:**

- "The U.S Illiteracy Rate Hasn't Changed in 10 years" [www.huffingtonpost.com/2013/09/06/illiteracy-rate\\_n\\_3880355.html](http://www.huffingtonpost.com/2013/09/06/illiteracy-rate_n_3880355.html) (2013)
- "Looking at Illiteracy: Consequences and Solutions" [www.hattiesburgamerican.com/story/news/education/2016/12/17/looking-illiteracy-consequences-and-solutions/94732880/](http://www.hattiesburgamerican.com/story/news/education/2016/12/17/looking-illiteracy-consequences-and-solutions/94732880/) (2016)
- "Hiding in plain sight: The adult literacy crisis" [www.washingtonpost.com/news/answer-sheet/wp/2016/11/01/hiding-in-plain-sight-the-adult-literacy-crisis/?utm\\_term=.3954d4c730bf](http://www.washingtonpost.com/news/answer-sheet/wp/2016/11/01/hiding-in-plain-sight-the-adult-literacy-crisis/?utm_term=.3954d4c730bf) (2016)
- "Americans who can't read"

While students are participating in the seminar, circulate and record student answers on the **Classroom Observation Forms (Appendix 1)**.

8.

**Recommended Assessment As Learning:** In small groups, discuss the following scenarios and state if the person is either illiterate or functionally illiterate in relation to current American society.

- a. I am a 36-year-old man. I have completed high school and I can read books, but I find it difficult to understand what the books mean. I become frustrated when I have to read for more than five minutes.
- b. I am 16 years old. I only know how to speak English. I've struggled with reading and writing for my whole life and find it hard to understand written information.
- c. I am from Japan. I was a teacher in my home country. I speak Japanese and understand little English.
- d. I am an American-born adult. I can understand, read and communicate in English, but have very basic written skills. However, I find it very difficult to interpret medical prescriptions and any information that contains numbers and measurement information.
- e. I went to the doctor because I had a medical issue. The doctor gave me a pamphlet of information about my issue to read. I do not understand anything on that pamphlet.
- f. I was born poor and have very basic speaking skills in one language.

7. After students have discussed the articles in their circles, have students form new groups of four, with each student having "expert" knowledge of one of the articles. Ask students to discuss and answer the following questions in their groups with the information they have acquired in the article they read. Student responses may vary in accordance with the specific articles they read. Encourage students to listen and debate with members in their group and answer the question considering the opinions of all members in their group.

**Questions for discussion:**

- a. What are the causes of functional illiteracy?
- b. How have 14% of American adults become functionally illiterate?
- c. How does being functionally illiterate impact an individual?
- d. Why has the illiteracy rate remained the same?
- e. Whose responsibility is it to ensure that the rate of adult functional illiteracy decreases?

### Lesson 3:

# WE Read Together



### Suggested Time:

60 minutes

### Common Core Alignment (Grades 9–12)

- CCSS.ELA-LITERACY.W.9-10.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CCSS.ELA-LITERACY.W.11-12.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### Learning Goals:

Students will:

- Identify possible solutions to address functional illiteracy in their community
- Take action through a book drive

## Action Planning

**Educator's Note:** The Whip Around Poll instructional strategy actively engages students and encourages participation by all. Students write down responses to a question or a prompt given to them by the teacher and share their responses with the class through a poll.

1. **Recommended Assessment As Learning:** Prior to students entering the classroom, place the prompt on the front board to stimulate student thinking and assess student understanding from the previous lessons.

*Functional illiteracy is one of the barriers to literacy facing our community. What are possible solutions to solve this issue?*

Using the Whip Around Poll instructional strategy, ask students to write down their response to the question on the front board or a sticky note. Once all responses have been written, randomly select three to five responses and write the answer on the board. Read the answers on the board and ask students with the same answer to raise their hands. Count the number of students and write the number beside the answer. Invite students with ideas not listed to share their answers and add these to the list on the front board. The list of ideas on the front board are possible solutions to solve the issue of functional illiteracy.

2. Introduce students to the WE Read Together campaign [www.WE.org/wereadtogether](http://www.WE.org/wereadtogether). Share with students that this campaign aims to increase young people's access to books so that more people have the opportunity to develop the skill of reading and become leaders in their community.

### Ask them the following question:

- a. Will sharing a love for reading through the campaign address functional illiteracy rates in America? Is providing access to books a possible solution?
- b. Why is it important to understand functional illiteracy in America?
- c. How can participation in the campaign raise awareness about illiteracy in your school and local community?

**Educator's Note:** Advise students that the action for this campaign is connected to their learnings about literacy and functional illiteracy, and how the action of a book drive is one solution. Encourage students to think critically about the issue and provide evidence as to how ensuring young people have access to books, through a book drive or other actions, can address the issue effectively.

3. Discuss the following question as a class: Does a book drive provide a holistic solution for the start of addressing a large issue?
4. In small groups, ask students to discuss how a book drive will act as a solution to functional illiteracy in their school and local community. How will having access to books impact individuals who struggle to decode and comprehend text?
5. As a class, create a goal for the book drive. What are students aiming to achieve by running this book drive? As a class, use **Blackline Master 1: Action Plan and S.M.A.R.T Goals**, to set goals for the book drive. Consider how the action effectively contributes to the campaign. Ensure that the goal links to creating a solution to the issue of functional illiteracy and raising awareness about the issue in their school and local community.

6. **Recommended Assessment As Learning:** As a class, create a list of criteria that will be assessed to ensure a book drive is an effective solution and medium to raise awareness about functional illiteracy. Use **Blackline Master 2: Book Drive Criteria** to conduct a pre- and post-assessment of the drive.

**Example Criteria:**

- Quality of the books: Ensure that each book donated to the book drive is of a high quality. A quality text ensures that the reading level is accessible for the population and that it is culturally relevant and interesting.
- Conduct a needs assessment of your local community to understand who the book drive is going to target. What percentage of your community is functionally illiterate? What are the demographics of this population? Will the physical presence of and access to books be a solution?
- Location of the book drive: Can those who are functionally illiterate access the book drive? How are those who do not have access going to participate in the drive? How will you spread the word of the book drive?
- Once the books are donated, how are they being sorted and distributed?

7. As a class, have students reflect on the purpose of the book drive from their S.M.A.R.T Goals creation. Do they believe that a book drive will effectively address the issue of functional illiteracy in their school or local community, and will this book drive raise awareness about the issue? Create a list of add-on strategies that can be combined with the book drive to better address the issue. For example:

- a. When a book is collected from the book drive, individuals have the option to sign up for a reading mentorship program. In this program, the individual will have the opportunity to read and discuss the book with a peer to better their own reading skills and comprehend the message of the text.
- b. When an individual collects a book, they have the opportunity to sign up for a reading and discussion circle with peers.
- c. Raise awareness about equal access to books and educational opportunities through Fundly and First Book's campaign [support.firstbook.org/campaign/kpmgs-family-for-literacy-portal/c124127](https://support.firstbook.org/campaign/kpmgs-family-for-literacy-portal/c124127). This campaign provides books to low-income neighborhoods to promote lifelong learning.

8. Remind students that they can show they are successful in achieving their goal and raising awareness about the issue of functional illiteracy by gathering evidence. Remind students that this issue is quite personal and many individuals will not readily admit to having an issue with reading and comprehension, therefore assessing the overall impact of the goal may be difficult. Ask students to consider how the additional strategies that have been combined with the book drive will assist individuals.

**Types of evidence:**

- Observations and anecdotal data
- Photographs and visual aids
- Surveys and questionnaires
- Websites and Twitter posts
- Oral and written feedback

9. Create an actionable timeline with roles and responsibilities allocated for each student. Review the timeline and roles and provide guidance for students to ensure that their set goals are achievable. Get parents and members from the school and local community involved in the action phase.
10. Before interacting on social media, review the classroom and school guidelines on using social media. Ensure that all actions are moderated.
11. Before interacting with members of the wider school and local community, review classroom guidelines on etiquette and respect.
12. Ensure students are actively participating and collecting data throughout the Take Action phase.

## Lesson 4:

# Reflect on the Action



### Suggested Time:

90 minutes

### Common Core Alignment (Grades 9–12)

- CCSS.ELA-LITERACY.W.9-10.4 - Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience
- CCSS.ELA-LITERACY.W.9-10.6 - Use technology, including the Internet, to produce, publish and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- CCSS.ELA-LITERACY.W.11-12.4 - Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- CCSS.ELA-LITERACY.W.11-12.6 - Use technology, including the Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### Learning Goals:

Students will:

- Assess and reflect on the impact of their action on the issue of functional illiteracy

## Take Action

1. Conduct the book drive in your school and local community. While conducting the book drive, collect evidence as to how the drive is contributing to the goals of raising awareness and providing a solution to the issue of functional illiteracy in the local community.

## Report and Celebrate

2. In groups of three to four, using **Blackline Master 2: Book Drive Criteria**, ask students to discuss and reflect on the criteria created to assess the effectiveness of the book drive and reading-assistance strategy in providing a solution for the issue of functional illiteracy. What changes would they make to the book drive if they were to conduct it again?

3. **Recommended Assessment As Learning:** After taking action with the book drive, ask students to think about the goal they created prior to the action. Did students achieve this goal? Did they have a measurement process in place to assess if the action was a viable solution?

### Questions for reflection:

- How was functional illiteracy measured in their school and community?
- Is providing any reading materials a solution to combatting the issue of functional illiteracy?
- How can they assess what an effective book drive entails? What is the criteria?
- Were all the books in the drive taken by members of the community?

4. Create a presentation with video, photographs, anecdotes and statistics to demonstrate how the book drive can be revised to address and raise awareness about the issue of functional illiteracy. Share this presentation with members of the school and local community to ensure that the next book drive meets the goal more effectively.

5. Ask students to create a blog or written visual reflection to understand the deeper impact of the Take Action phase and to consider how they can ensure their initiative has lasting impacts. Students should respond to the following reflection questions:

- a. How will we ensure that the initiative we have started will continue to effectively impact the goal?
- b. How will we continue to seek feedback from others about additional ways we can address the issue of functional illiteracy in our local community?
- c. How can we share our knowledge and learning about the issue of functional illiteracy and the impact this has on an individual and community?

6. **Recommended Assessment Of Learning:** Have students write a reflective essay about the book drive they participated in. In the essay, ask students to provide a justification for their opinions using their learning from the lesson package, research or evidence from the Take Action phase.

*How did the book drive contribute toward raising awareness and providing a solution for the issue of functional illiteracy in your school and local community?*



**Extension:** Additional opportunities to raise awareness about functional illiteracy, and further solutions to the issue.

- For those individuals who cannot physically access the books from the drive, create a collection of videos of individuals reading their favorite books. Share these videos in your local community, or over the Internet as an online book drive.
- Reading Mentorship Programs: Students from grades 9 to 12 can provide reading instruction to students in grades 1 to 8. Reading instruction can be focused around ensuring students are able to decode text and teach comprehension skills to struggling readers.

# Appendix 1: Classroom Observation Forms

Classroom Observation Form 1

Lesson/Activity:


# Appendix 1: Classroom Observation Forms

Classroom Observation Form 2

Lesson/Activity:

Learning Outcomes Student Names			

# Appendix 1: Classroom Observation Forms

Classroom Observation Form 3

Lesson/Activity:

Observations	Questions/Concerns	Next Steps

## Appendix 2: Social Justice Booklist - Grade 7 to 12

1. *Sadako and the Thousand Paper Cranes* written by Eleanor Coerr, Puffin, 1999
2. *The Reluctant Fundamentalist* written by Mohsin Hamid, Houghton Mifflin Harcourt, 2008
3. *The Boy in the Striped Pajamas* written by John Boyne, Random House, 2008
4. *Wonder* written by R.J Palacio, Knopf, 2012
5. *Out of My Mind* written by Sharon M. Draper, Atheneum Books for Young Readers, 2010
6. *I Am Malala: How One Girl Stood Up for Education and Changed the World* written by Malala Yousafzai and Patricia McCormick, Little Brown Books for Young Readers, 2014
7. *Tell Me Why: How Young People Can Change the World* written by Eric Walters, Doubleday Canada, 2009
8. *Parvana: Bread Winner Series* written by Deborah Ellis, Allen & Unwin, 2002
9. *Kids of Kabul* written by Deborah Ellis, Groundwood Books, 2012
10. *Living Life as a Thank You: The Transformative Power of Daily Gratitude* written by Nina Lesowitz, Viva Editions, 2009
11. *Indian Horse* written by Richard Wagamese, Douglas McIntyre, 2012
12. *Peace Pipe Dreams: The Truth about Lies and about Indians* written by Darrell Dennis, Douglas McIntyre, 2014
13. *Does My Head Look Big In This?* written by Randa Abdel-Fattah, 2007
14. *All American Boys* written by Jason Reynolds, Atheneum, 2015
15. *Beyond Magenta* written by Susan Kuklin, Candlewick Press, 2014
16. *Being Jazz* written by Jazz Jennings, Listening Library, 2016
17. *Fat Angie* written by E.E Charlton-Trujillo, Candlewick Press, 2013
18. *Girl Rising* written by Tanya Lee Stone, Wendy Lamb Books, 2017
19. *How Dare the Sun Rise* written by Sandra Uwiringiyimana and Abigail Pesta, Katherine Tegen Books, 2017
20. *How It Went Down* written by Kekla Magoon, Henry Holt and Co., 2014
21. *The Absolutely True Diary of a Part-Time Indian* written by Sherman Alexie, Little, Brown Books for Young Readers, 2007
22. *ME to WE: Finding Meaning in a Material World* written by Craig Kielburger and Marc Kielburger, Fireside Books, 2006
23. *War Brothers* written by Sharon E. McKay, Puffin, 2008
24. *A Long Walk to Water: Based on a True Story* written by Linda Sue Park, Clarion Books, 2010
25. *No Safe Place* written by Deborah Ellis, Groundwood Books, 2010

# Blackline Master 1: Action Plan and S.M.A.R.T. Goals

What am I raising awareness about?

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What is my action?

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Specific

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Measurable

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Agreed Upon

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Realistic

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Time Specific

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# Blackline Master 2: Book Drive Criteria

Criteria	Pre	Post	Changes
<p>Quality of the books: Ensure that each book donated to the book drive is of a high quality. A quality text ensures that the reading level is accessible for the population, the text is culturally relevant and interesting.</p>			
<p>Conduct a needs assessment of your local community to understand who the book drive is going to target. What percentage of your community is functionally illiterate? What are the demographics of this population? Will the physical presence of and access to books be a solution?</p>			
<p>Location of the book drive: Can those who are functionally illiterate access the book drive? How are those who do not have access to the drive going to participate? How will you spread the word of the book drive?</p>			
<p>Once the books are donated, how are they being sorted and distributed?</p>			