



# TAKING A STAND

English Language  
Development

NON-FICTION

## INTRODUCTION

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**B**ullying is a widespread problem, and it can happen anywhere—in school, during activities, or online. This article, “Taking a Stand,” details seventh-grader Isabella Petrini’s decision to speak out against bullying. Once a bully herself, Petrini started an anti-bullying program at her school. Through it she convinced many others to stop being mean and start trying to understand one another.



“In 2014, about 30 percent of students reported having been bullied at school or online.”



## FIRST READ



- 1 Imagine your worst day at school. It wasn't about failing a test. Maybe you got to class and heard muffled giggling. Maybe you heard buzzing whispers behind you in the hall. Maybe later at home you wept blinding tears.
- 2 Students often worry about doing well in school. But for many, there's something more worrisome: **bullying**. Bullying is “unwanted, **aggressive** behavior.” It is inflicted on someone considered weak or vulnerable. It can happen face to face or through **digital platforms** such as texting and social media.
- 3 Bullying hurts many students. In 2014, about 30 percent of students reported having been bullied at school or online. Many don't report bullying. More than 60 percent choose to remain quiet. They endure the sickening fear and feel helpless.
- 4 Bullying has costs. Bullied students are more likely to have health problems like depression and anxiety. They are more likely to struggle in school. Some become bullies themselves.
- 5 Isabella Petrini knows about bullying. In fifth grade, she was a bully. She and her friends would say cruel things about other students. But by the time she reached seventh grade, Petrini saw bullying differently. She realized that these remarks weren't harmless talk among friends. They were biting comments with potential for harm.
- 6 When Petrini saw the television program *If You Really Knew Me*, she had an idea. On the program, real-life high school students come together and talk about bullying. The program's goal is to help stop bullying by helping people understand one another.
- 7 The program turned Petrini into an activist. She wanted to begin an anti-bullying initiative at her own school. She and her friends agreed that the



NOTES

school could be a better place. People needed to accept one another instead of making stinging insults or passing silent judgement. As Petrini told a reporter, "We just realized, it's like you're an iceberg. Ninety percent of you is what you really are, under the surface. Only 10 percent of you is your image, what other people see. A lot of people are judged on the way that they look. And we didn't think that was fair."

- 8 The girls made plans. First they presented their idea to the principal. He gave it full support. Petrini and her friends then organized a school-wide assembly. Petrini showed part of *If You Really Knew Me*. The audience watched with wide-eyed attention. Students were asked to sign a **pledge** against bullying. The program became popular. Students liked that it was started by their peers.
- 9 Petrini and her friends continued their fight. They joined with others in school. Together, they came up with ideas such as no-bullying zones. They continued to focus on understanding others and standing up to bullying.



## USING LANGUAGE

CA-CCSS:ELD:PII.7.4.E3

Complete the sentences below by filling in the blank or blanks.

*Hi Light in story*

1. Complete the sentence with the appropriate noun(s). Use information from paragraph 2.  
\_\_\_\_\_ is aggressive or unwanted behavior.
2. Complete the sentence with the appropriate noun(s). Use information from paragraph 4.  
Bullied students are more likely to have health problems like \_\_\_\_\_ and \_\_\_\_\_.
3. Complete the sentence with the appropriate noun(s). Use information from paragraph 5.  
Petrini realized that mean \_\_\_\_\_ weren't jokes.
4. Complete the sentence with the appropriate noun(s). Use information from paragraph 7.  
Petrini became an \_\_\_\_\_ and began an anti-bullying \_\_\_\_\_ at her \_\_\_\_\_.
5. Complete the sentence with the appropriate noun(s). Use information from paragraph 8.  
Petrini asked other \_\_\_\_\_ to sign a \_\_\_\_\_.





## MEANINGFUL INTERACTIONS

CA-CCSS: ELD.PI.71.Ex, ELD.PI.710.b.Ex

~~Work with your partner or group~~ to identify main ideas and details in "Taking a Stand" and complete the sentences. Then, on a separate piece of paper, use this information to write a brief summary in your own words. Use the self-assessment rubric to evaluate your participation in the activity.

- 2 Bullying is "\_\_\_\_\_." It is inflicted on someone considered \_\_\_\_\_. It can happen \_\_\_\_\_, or through \_\_\_\_\_.
- 4 Bullying has \_\_\_\_\_. Bullied students are more likely to have \_\_\_\_\_ like \_\_\_\_\_ and \_\_\_\_\_. They are more likely to \_\_\_\_\_.
- 5 Isabella Petrini knows \_\_\_\_\_. She and her friends would \_\_\_\_\_ But by the time she \_\_\_\_\_ Petrini \_\_\_\_\_ differently. She realized that \_\_\_\_\_ among friends. They were \_\_\_\_\_ with \_\_\_\_\_.
- 7 She wanted to begin an \_\_\_\_\_. She and her friends agreed that \_\_\_\_\_ People needed to \_\_\_\_\_ instead of \_\_\_\_\_ or \_\_\_\_\_.
- 9 Petrini and her friends continued \_\_\_\_\_. They \_\_\_\_\_ Together, they \_\_\_\_\_ such as \_\_\_\_\_ They continued to focus on \_\_\_\_\_ and \_\_\_\_\_.

## SELF-ASSESSMENT RUBRIC

CA-CCSS: ELD.PI.71.Ex, ELD.PI.710.b.Ex

	4 I did this well.	3 I did this pretty well.	2 I did this a little bit.	1 I did not do this.
I took an active part with others in doing the activity.				
I contributed effectively to the group's decisions.				
I understood the presentation of main ideas and some details in the selection.				
I helped others understand the main ideas and some details in the selection.				
I completed the sentences carefully and accurately.				





## REREAD

Reread "Taking a Stand." After you reread, complete the Using Language and Meaningful Interactions activities.



## USING LANGUAGE

CA-CCSS ELD.PI.7.4.F.1

*circle story*

Read "Taking a Stand" carefully to find the nouns listed below and the adjectives that describe them. Complete the center column of the chart by providing the adjective that describes each noun listed in the Noun column. Then complete the Sense column by naming the sense to which the adjective refers. If the adjective is not a sensory adjective, write "none." The first two rows have been completed for you.

Noun	Adjective	Sense
day	worst	none
giggling	muffled	hearing
whispers		
tears		
behavior		
students		
initiative		
fear		
place		
insults		
judgment		
attention		







## MEANINGFUL INTERACTIONS CA-CCSS: ELD.PI.7.1.Ex, ELD.PI.7.1.a.Ex

Given what you have read in "Taking a Stand," what do you think of Isabella Petrini's actions in fifth and seventh grade? Do you think her initiative will be successful? Work in small groups to practice sharing and discussing your opinions, using the speaking frames. Then use the self-assessment rubric to evaluate your participation in the discussion.

- I think Isabella used to be . . . because . . .
- I think she became . . . because she . . .
- Do you think . . . ?
- Why do you think . . . ?
- I think you said . . .
- I think her . . . because . . .
- I agree / don't agree . . .



## SELF-ASSESSMENT RUBRIC CA-CCSS: ELD.PI.7.1.Ex, ELD.PI.7.1.a.Ex

	4 I did this well	3 I did this pretty well	2 I did this a little bit	1 I did not do this
I expressed my opinion clearly.				
I listened carefully to others' opinions and gave everyone a chance to share.				
I built on the opinions of my group members.				
I was courteous when persuading others to share my view.				



## REREAD

Reread "Taking a Stand." After you reread, complete the Using Language and Meaningful Interactions activities.



## USING LANGUAGE CA-CCSS: ELD.PI.7.5.Ex

Read the excerpts from "Taking a Stand" listed in the first column. Complete the second column by expanding the sentence to include the prepositional phrase that tells where each excerpt takes place. Base your choices on locations mentioned in "Taking a Stand." The first one has been done for you.

**Look up "preposition" list to help**

Excerpt	Prepositional Phrase Describing Location
Imagine your worst day . . .	at school
Maybe you got . . .	
Maybe you heard buzzing whispers . . .	
Maybe later . . . you wept blinding tears.	
Bullying can happen . . . such as texting and social media.	
Bullied students are more likely to struggle . . .	
Petrini wanted to begin an anti-bullying initiative . . .	
Ninety percent of you is what you really are, . . .	







## MEANINGFUL INTERACTIONS

CA-CCSS.ELD.P.7.1Ex, ELD.P.7.3Ex, ELD.P.7.1&amp;Ex

Do you think that Isabella Petrini will succeed with her initiative? What evidence from the text supports your opinion? With a partner, use the speaking frames to prepare your presentation. Before presenting, take turns practicing with your partner. Make suggestions and ask each other questions to clarify opinions, to be sure you understand what your partner is saying, and to verify evidence. You may refer to earlier group discussions and notes while practicing or presenting.

- My opinion is that Isabella Petrini will / will not . . . because . . .
- My opinion is based on . . .
- This evidence supports the idea that . . .
- I think you said that . . .
- Yes, I see your opinion is based on evidence in paragraph . . .
- Perhaps you could add more text evidence, such as . . .
- Do you have background knowledge to add?
- If so, you could add . . .