

Seventh Grade	Quarter 2:EL Curriculum Map	Module 2
Introduction		
<p>In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, <i>Destination 2025</i>.</p> <p>By 2025,</p> <ul style="list-style-type: none"> ● 80% of our students will graduate from high school college or career ready ● 90% of students will graduate on time ● 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity. <p>In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on page 4).</p> <p>The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the TN State Standards, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represent our vision for excellent ELA instruction, including the instructional shifts</p>		
How to Use the Curriculum Maps		
<p>The curriculum map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making bring instructional materials to life in the classroom. The curriculum map should be viewed as a <i>guide</i>, not a <i>script</i>, and teachers should work to become experts in teaching and adapting the curriculum to meet the needs of their students.</p> <p>This curriculum is composed of four modules. Each module consists of three units, and each unit consists of a set of lesson plans. Each module provides eight weeks of instruction constituting three units. The unit includes a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts. The modules sequence and scaffold content aligned to CCSS for ELA & Literacy. Module 1 at each grade level establishes the foundation of instructional routines used throughout the year. Individual modules culminate in an end-of-module performance task, similar to those that students will encounter on high-stakes assessments. This assessment provides information to educators on whether students in their classrooms are achieving the standards.</p> <p>Each module is designed to be adapted to a group’s specific instructional needs. Lessons are not scripts, but are intended to illustrate how instruction might be sequenced. Lessons are adaptable and allow for teacher preference and flexibility both to meet students’ needs and to meet the requirements of the shifts and the standards. The expectation is that teachers complete all the lessons of the week within that week, but pacing may vary depending on the needs of the students. Therefore, “flex” time has been added to allow teachers to extend critical learning opportunities and to accommodate various scheduling needs.</p>		

Structure of a Module

Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:

- Six unit-level assessments that are almost always on-demand: students' independent work on a reading, writing, speaking, or listening task
- One final performance task that is a more supported project, often involving research.

Modules include: **daily lesson plans, guiding questions, recommended texts, scaffolding strategies, and other classroom resources.** Instructional resources address the needs of all learners. Ancillary resources, including graphic organizers and collaborative protocols and formative assessment practices, apply to all modules.

The Module Overview provides a road map of the entire module, and includes the module's guiding questions and big ideas, a description of the final performance task, key features of the central texts, the standards addressed and assessed in the module, and long-term "I can" statements that translate the standards into student-centered targets. The Week-at-a-Glance Calendar adds detail to the description provided in the Module Overview, including the instructional focus and a brief description of assessments. A detailed description in the Module Assessments section, including the performance task, further clarifies the trajectory of instruction and the specific skills in context that students will understand by the end of the module.

The [MS English Companion Guide](#) emphasizes that literacy instruction should *integrate* the elements of literacy instruction, so that reading, writing, speaking, listening, and language instruction work together for students to make meaning of texts and express their understanding.

Guidance for EL Units

One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. In order for our students to meet the literacy demands of the Standards, our students should be reading and discussing text daily. Teachers are encouraged to build structures and utilize embedded protocols into instruction that support student-driven explorations of text and discussions of content. Writing should be an extension of discussion so that students may record thinking or explain thinking. This may be done formally or informally, on graphic organizers or in journals, as a quick response or an extended response. The more authentic the writing experience, the more students will build knowledge while processing the text and discussion.

Working with High Quality Texts (60 minutes daily EL lessons)- including listening to, reading, speaking, and writing about texts within the curriculum. The primary goal is to deliver EL lessons that provides strong and engaging instruction and learning experiences in each lesson, throughout each unit and module, and across all grade levels. Students develop expertise in the standards as they practice them with a variety of topics and tasks. The routines and protocols are consistent throughout the lessons, units, and modules, and across grade levels. This predictable structure provides scaffolds for students as they grow toward independence and accountability for their own learning.

Modules are arranged in units comprising one or more texts. The texts in each module share common elements in relation to genre, authors' craft, text structure, or central ideas. Each unit in a module builds on the skills and knowledge students develop in the preceding unit(s). The number of lessons in a unit varies based on the length of the text(s).

Each lesson is designed to span one class period but may extend beyond that time frame depending on student needs.

EL Curriculum is planned and developed according to the principles of Universal Design for Learning (UDL) to support

- English Language Learners (ELL)
- Accelerated learners
- Students with Disabilities (SWD)
- Students achieving and performing below grade level

Guidance on Assessments and Tasks

The EL Curriculum provides a full complement of assessments, including ongoing formative assessment practices and protocols in each lesson, unit-level assessments, and a culminating performance task at the conclusion of each module.

- Formative assessment practices and opportunities are embedded in and across lessons. Students self-assess against daily learning targets and receive frequent feedback from the teacher and peers.
- Each unit includes two formal assessments. Mid-unit assessments typically are reading assessments requiring text-based answers. End-of-unit assessments often require using multiple sources in a written essay.
- The final assessment for each module is a performance task. In these culminating projects, students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks incorporate the writing process, scaffolds for students, and peer critique and revision.
- Assessments offer curriculum-embedded opportunities to practice the types of skills needed on high-stakes assessments and include multiple-item formats:
 - Selected response (multiple-choice questions)
 - Short constructed response
 - Extended response, either on demand or supported
 - Speaking and listening (discussion or oral presentation)
 - Formal argumentative, explanatory, and narrative essays (involving planning, drafting, and revision)

The standards assessed and addressed in each module specifically support the study of the module text(s), and include standards in all four domains: reading, writing, speaking and listening, and language.

Unit-Level Assessments:

- Each unit includes two assessments, most of which are “on-demand” (that is, show what you know/can do on your own).
- Mid-Unit Assessments typically, though not always, are reading assessments: text-based answers.
- End-of-Unit Assessments typically, though not always, are writing assessments: writing from sources.
- Most assessments have a heavy emphasis on academic vocabulary, particularly on determining words in context.
- Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on state assessments.
- The curriculum map that follows lists the title of each assessment, the standards assessed, and the assessment format, of which there are five types.
 - Selected response (multiple-choice questions)
 - Short constructed response (short-answer questions of the type that is scored using a 2-point rubric)
 - Extended response (longer writing or essays of the type that is scored using a 4-point rubric) (either on-demand or supported)
 - Speaking and listening (discussion or oral presentation)
 - Scaffolded essay (involving planning, drafting, and revision)

Final Performance Task: This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision. Performance tasks are not “on-demand” assessments. (Note: The End-of-Unit 3 Assessment often addresses key components of the performance task.)

Seventh Grade	Quarter 2: EL Curriculum Map	Weeks 1-9
SCS Instructional Framework		

The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.

The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.

In our ELA classrooms, students will:

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and EL competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

Effective ELA instruction requires research-based instructional practices which include:

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and EL competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and EL competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.

ELA Coaching Guide

The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration.

The Coaching Guide is based on the [Instructional Practice Guide from Achieve the Core.](#)

Throughout this curriculum map, teachers will notice high-quality texts identified for students to engage with through reading/read alouds, discussions, and writing tasks that align to the demands of the standards. Therefore, the high-leverage resources noted below are intended to support teachers' understanding of the curriculum, the standards, and/or instructional practices specified in EL. **To access the resources, click the link. If the link does not open, copy and paste the link into your search engine's browser.**

Reading Resource Tool Kit:	
The Tennessee State ELA Standards and Crosswalk	
The Tennessee ELA Standards: https://www.tn.gov/education/instruction/academic-standards/english-language-arts-standards.html	Teachers can access the Tennessee State Standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level.
Crosswalk https://drive.google.com/file/d/1iDUT0yj0LNbOX4orjUVw76PDUB07Oz/view?usp=sharing	This crosswalk provides a correlation between the Common Core ELA Standards coding and the Tennessee ELA Standards coding.
Scaffolds in the EL Curriculum	
Digging Deeper on Differentiation Strategies https://drive.google.com/file/d/1A6omzTBZGL7WL-xfR530cu0b3490RHGp/view?usp=sharing	This article contains examples of strategies that help all students make the most of challenging texts and harness them for their work and learning.
Scaffolding Options for ELA https://drive.google.com/file/d/1OcHJ8Lwxw9BH6EUCXEZiShL5hxCQ4sRP/view?usp=sharing	This table provides scaffolding options regarding the various instructional components found in EL.
Meeting Students Needs Through Scaffolding https://drive.google.com/file/d/1PU5--lz66v-NRGIZ-VJZ1hp_pz5_UbDI/view?usp=sharing	This table provides temporary instructional supports designed to help students successfully read texts that they may find challenging.
English as a Second Language (ESL)	
ESL Classroom Resources for EL Curriculum https://scsk12.sharepoint.com/:f:/s/SCSESLResources/EkWluDXW6iRMoj57BII2kwBMWXCP6FLdWQ5U6exvuGQ7g?e=pVjdxm	This resources provides scaffolding options for ESL students within EL in order to support their language needs as outlined on their Individual Learning Plans (ILPs) per Tennessee Policy 3.207.
Read-Alouds/Close Reading	
Helping Students Read Closely file:///Users/coach/Downloads/ELED-HelpingStudentsReadCloselyELACurriculumGrades3-8-0815%20(3).pdf	This article provides information regarding how close reads can support students' reading ability.

<p>Close Reading: An Instructional Strategy for Conquering Complex Text https://vimeo.com/89001348</p>	<p>In this video, students and teachers are engaged with EL Education's grades 3-8 ELA curriculum. The teacher guides students through the close reading process, checks for understanding, and leverages the power of student talk and collaboration to help them make meaning of a complex text.</p>
<p>Grappling with Complex Informational Text https://vimeo.com/54007714</p>	<p>In this video, students and teachers are engaged with EL Education's grades 3-8 ELA curriculum. Students in a fifth-grade class use close reading strategies to determine the main idea and important details from a newspaper article about the Seneca people.</p>
<p>Student Engagement: EL Protocols</p>	
<p>EL Protocols: https://drive.google.com/file/d/1tH0UAMzxCRB9Xvwjw7-5tQLYlt6yT6XY/view?usp=sharing</p>	<p>Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world.</p>
<p>Classroom Protocols in Action: Science Talk https://vimeo.com/169909161</p>	<p>This video is an example of an EL protocol in action. It shows how the engagement protocols engage all students in the learning.</p>
<p>Social Emotional Learning Resources</p>	
<p>EL Character Framework https://characterframework.ededucation.org/</p>	<p>Central to EL Education curriculum is a focus on “habits of character” and social-emotional learning. This website highlights what EL means by character and how EL Education’s curriculum promotes habits of character.</p>
<p>Edutopia: Social Emotional Learning https://www.edutopia.org/social-emotional-learning</p>	<p>This website has a robust library of Social Emotional Learning (SEL) resources, such as videos and articles, that teachers may access to learn more about SEL.</p>
<p>Social Emotional Learning: FAQ https://casel.org/faqs/</p>	<p>Teachers may access the CASEL website to thoroughly develop their professional understanding of Social Emotional Learning.</p>
<p>Aspen Institute: National Commission on Social, Emotional, and Academic Development https://www.aspeninstitute.org/publications/learning-happens-supporting-students-social-emotional-academic-development/</p>	<p>Teachers may use this resource to access SEL articles, videos, and other informative supports to learn more about SEL.</p>
<p>Additional Resources</p>	
<p>The moDEL Detroit Project: https://www.detroitk12.org/Page/9721</p>	<p>The moDEL Detroit Project Provides both planning and delivery resources to teachers who are implementing the EL Education Curriculum. This includes PowerPoints for every lesson in grades K-8. These resources were developed in conjunction with various literacy experts. However, SCS teachers who choose to use the presentations should review them before use to ensure the information highlights the lesson’s priorities identified for their students. Please note, once downloaded, the PowerPoints can be revised to meet your needs.</p>

ESSA

Student success is expected for all students. In order to provide students with equitable access to the ELA curriculum, scaffolded instruction is expected to support student mastery of the TN Academic Standards. It is imperative for instructional practices to provide each student with the best opportunity to meet these standards by supporting their learning needs.

SL: English Language Development

To support teachers in helping to ensure success for ESL students in the general education classroom, the EL curriculum provides recommendations for scaffolds for the ELL students in the section called *Meeting Students Needs*. Model Performance Indicators (MPIs) help to make content comprehensible for all learners. The link and the MPI chart below provide instructional recommendations for scaffolds based on the student's level.

Model Performance Indicators (MPIs): Provide examples (models) of assessable language skills. Reflect the second language acquisition process. Describe how students can use the language (purpose). Relate to specific criteria and elements of academic language. Provide the anchors for curriculum, instruction, and assessment.

	Level 1 (Entering)	Level 2 (Emerging)	Level 3 (Developing)	Level 4 (Expanding)	Level 5 (Bridging)
Listening	<i>Match pictures of key details (vocabulary) from informational text to words read aloud by a teacher/partner.</i>	<i>Sort pictures of key details in informational text according to corresponding basic sentences read aloud by a partner.</i>	<i>Sequence key details that support the main topic of an informational text written in extended sentences from oral presentation with a partner.</i>	<i>Organize details that support the main idea of informational text told in expanded oral discourse with visual support.</i>	<i>Interpret key details that support the main topic in orally presented informational text using complex grade-level oral discourse with visual support.</i>
Reading	<i>Sequence a series of pictures to retell key details of informational text with a partner.</i>	<i>Locate key details within illustrated informational text with a partner.</i>	<i>Sequence key details written in simple sentences on sentence strips with a peer.</i>	<i>Organize main topics and key details from informational text in a graphic organizer with a small group.</i>	<i>Draw conclusions about key details written in complex language using a graphic organizer.</i>
Speaking	<i>Name key details (words) in familiar informational text using illustrations when repeating after a peer.</i>	<i>Describe key details of informational text using phrases and short sentences with visual support such as photos, illustrations and picture books with modeled support.</i>	<i>Retell key details and main topics of informational text using basic sentence structures with models and visual support such as photos, illustrations or picture books.</i>	<i>Explain the main topic and key details of informational text using specific and some technical content-area language in expanded sentences while working with a partner.</i>	<i>Discuss the main topic and key details of informational text using creative word choice and technical and abstract language in multiple complex sentences in a small group.</i>
Writing	<i>Draw and label (with words) illustrations that represent key details of informational text with modeled support.</i>	<i>Compose phrases or short sentences for labeled illustrations representing key details of informational text with a peer.</i>	<i>Retell (in short sentences) the main topic and details of a text supported by a labeled and illustrated flow map.</i>	<i>Summarize the main topics of an informational text and give specific key details in expanded sentences using an illustrated graphic organizer.</i>	<i>Elaborate on the main topic and key details of informational text using organized expression of complex ideas with a word bank.</i>

The WIDA English Language Development (ELD) Standards Connections are found at the following link: <https://www.wida.us/standards/eld.asp>

Social Emotional Learning (SEL) Connections

EL Education curriculum is a focus on social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

Module 1 intentionally incorporates Social Emotional Learning content. These intentional connections are described below.

- Role of social, political, and cultural interactions in the development of identity
- Personal identity is a function of an individual's culture, time, place, geography, interactions with groups, influences from institutions and lived experiences
- Development, Movement, and Interaction of Cultures
- Role of diversity within and among cultures

For additional informational on EI and **Social Emotional Learning: *Fostering Character in a Collaborative Classroom*** Please click link below: <https://drive.google.com/file/d/1D6F8cLZ5sseD-54BW-GnvyyplAbJ-poE/view?usp=sharing>

Module Overview: Working with Evidence: Working Conditions Then and Now

In this module, students explore the issue of working conditions, both historical and modern day. As they read and discuss both literary and informational text, students analyze how people, settings, and events interact in a text and how an author develops a central claim. Students strengthen their ability to discuss specific passages from a text with a partner, write extended text-based argument and informational pieces, and conduct a short research project. At the end of the module, students will have a better understanding of how working conditions affect workers and the role that workers, the government, consumers, and businesses play in improving working conditions. The first unit focuses on *Lyddie*, a novel that tells the story of a young girl who goes to work in the Lowell mills, and explores the issue of working conditions in industrializing America. This unit builds students' background knowledge about working conditions and how they affect workers, and centers on the standard RL.7.3, which is about how plot, character, and setting interact in literature. As an end of unit assessment, students write an argument essay about *Lyddie's* choices regarding her participation in the protest over working conditions. The second unit moves to more recent history and considers the role that workers, the government, and consumers all play in improving working conditions. The central text in Unit 2 is a speech by César Chávez, in which he explains how the United Farm Workers empowered farmworkers. Unit 2 focuses on reading informational text, and students practice identifying central ideas in a text, analyzing how an author develops his claims, and identifying how the sections of the text combine to build those ideas. This unit intentionally builds on Odell Education's work, and if teachers have already used the Chávez speech and lessons, an alternate text is suggested with which to teach the same informational text standards. In the End of Unit 2 Assessment, students apply their understanding of text structure to a new speech. Unit 3 focuses on the research standards (W.7.7 and W.7.8): through an investigation of working conditions in the modern-day garment industry, students explore how businesses can affect working conditions, both positively and negatively. As a final performance task, students create a consumer's guide to working conditions in the garment industry. This teenage consumer's guide provides an overview of working conditions and offers advice to consumers who are interested in working conditions in the garment industry.

This task focuses on ELA Standards W.7.2a, b, d, f, W.7.4, W.7.6, W.7.7, W.7.8, L.7 and L.7.6

Guiding Questions and Big Ideas

- What are working conditions, and why do they matter?
- How do workers, the government, business, and consumers bring about change in working conditions?
- How does reading one section of a text closely help me understand it better?
- How can you tell the difference between a useful and a not useful research question?
- How does a speaker develop and organize his central claim?
- Working conditions include multiple factors and have significant impacts on the lives of workers.
- Workers, the government, businesses, and consumers can all bring about change in working conditions.
- Closely reading and discussing one excerpt of a longer text helps to deepen your understanding of the text as a whole.
- Effective researchers ask relevant questions, gather information from several sources, keep track of their findings and sources, and synthesize their findings into coherent products.

Performance Task**Consumer’s Guide to Working Conditions in the Garment Industry**

This task centers on building on their focus on working conditions in the mills from Unit 1, students research working conditions in the modern-day garment industry in order to create a “Consumer’s Guide to Working Conditions in the Garment Industry.” First, students individually complete a Researcher’s Notebook in which they track their questions and take notes. As the end of Unit 3 Assessment, they write a synthesis of their research findings. For the performance task, students work with a partner to create a teenage consumer’s guide that draws on their research. They publish this document in a printed or electronic format selected by the teacher.

This task addresses ELA CCLA W.7.2a, b, d, f, W.7.4, W.7.6, W.7.7, W.7.8, L.7.3, and L.7.6.



Seventh Grade Module 2: Working with Evidence

What Are Working Conditions, and How Do They Affect Workers?

Unit 1 Overview

Unit 1, Building Background Knowledge: What Are Working Conditions, and How Do They Affect Workers? This unit focuses on the historical era of industrializing America, and builds students' background knowledge about what working conditions are and how they affect workers. The unit begins with a lesson that engages students in the guiding questions about working conditions that connect all three units in the module. Students then read the novel *Lyddie*, about a girl who goes to work in the Lowell mills, with an emphasis on CCSS RL.7.3, which is about how plot, character, and setting interact in literature. As students read the novel, they build their stamina and capacity for independent reading of complex texts. In class, they do a variety of close reading, fluency, and vocabulary exercises with critical passages from the text. This work with particular passages builds the text-based discussion skills referenced in SL.7.1, as it pushes students to collaborate to analyze specific passages from the novel. For the mid-unit assessment, students read a new chapter of the book and answer selected- and constructed-response items about how working conditions in the mill affect Lyddie. In the second part of the unit, students evaluate Lyddie's choices around joining the protest over working conditions. As students read, they track factors in her decision, and then they craft an argument about whether or not she should sign the petition. The end of unit assessment is an argument essay about this question. This essay follows a similar process to that used in Module 1, Unit 2, but it pushes students to greater independence with the process of crafting and revising an extended analytical essay. As with the Module 1 essay, the first draft is graded for content and evidence, and the second draft is graded for organization and conventions (this time with a particular focus on L.7.1, sentence structure). As students read *Lyddie*, they are encouraged to generate questions about how working conditions have or have not changed. These questions will drive students' research about the modern-day garment industry in Unit 3. **Mid-Unit 1 Assessment: How Working Conditions Affected *Lyddie***

This assessment centers on ELA CCSS RL.7.1 and RL.7.6.

This assessment centers on standards NYS ELA RL.7.1 and RL.7.3. This is a reading assessment: The purpose is for students to demonstrate their ability to cite textual evidence when explaining how the plot, characters, and setting of a novel interact. The assessment will focus on a section of text that the class has not yet analyzed. Students will complete selected- and constructed-response items that assess their ability to analyze the text, focusing specifically on how working conditions affect *Lyddie*.

End-of-Unit 1 Assessment: Argument Essay about *Lyddie*

This assessment centers on ELA CCSS RI.7.1, W.7.4, and W.7.9. Students will plan, draft, and revise an argument essay that responds to the prompt: "After reading through Chapter 17 of *Lyddie*, write an argument essay that addresses the question: Should *Lyddie* sign the petition that Diana Goss is circulating? Support your position with evidence from the novel. Be sure to acknowledge competing views, and refer only to information and events in the book, not what you know because you live in 2013." This assessment has two parts. Part 1 is students' best on-demand draft and centers on standards NYSP12 ELA RL.7.1, RL.7.3, W.7.1, and W.7.9a. This draft will be assessed based on the first two rows of the NYS Grade 6–8 Expository Writing Evaluation Rubric (used in Module 1 and here adapted to argument writing specifically), before students receive teacher feedback so that their individual understanding of the texts and their writing skills can be observed. Part 2 is students' final draft, revised after teacher feedback, and is assessed on the final two rows of the rubric, adding standards L.7.1, L.7.2, and W.7.5. Over several lessons, students review a model argument essay and the NYS writing rubric explore the prompt, form evidence-based claims, organize the essay, and write the essay. The lesson sequence and grading rationale for this assessment is similar to that in Module 1, Unit 2.

Required Unit Trade Book(s): *Lyddie*

Suggested Pacing: This unit is approximately 4 weeks or 20 sessions of instruction.

Unit 1 Lessons	Agenda	Daily Learning	Prioritized Task
<p>Lesson 1</p> <p>Introducing Module 2: Working Conditions—Then and Now</p> <p>Lesson Vocabulary infer, explicitly, implied, synthesize, compensation, environment, harassment, discrimination, unions, child labor, forced labor, fair working conditions</p> <p>Materials:</p> <ul style="list-style-type: none"> • Audio: “The Sound of a Working Textile Mill”. May be accessed at: http://www.prx.org/pieces/28041#description • Introducing Module 2 worksheet (one per student; includes entry task and group synthesis) • Picture of loom (see Teaching Notes) • Putting Together the Pieces: Gallery Walk Directions (one per student) • Putting Together the Pieces: Gallery Walk Directions, Teacher Guide (for teacher reference) • “A Living Wage” interactive slide show, which may be accessed at: http://www.nytimes.com/interactive/2010/07/18/business/global/18shirt-audios/ • Suggested List of Gallery Walk Items (for Teacher Reference)•Sticky notes (5-6/student) • Working Conditions anchor chart (new; teacher-created; 	<p>1. Opening</p> <p>A. Entry Task (5 minutes)</p> <p>B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Gallery Walk (25 minutes)</p> <p>B. Introducing Working Conditions Anchor Chart (5 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Modeling the Homework (5 minutes)</p> <p>4. Homework</p> <p>A. Sorting Statements about Working Conditions</p>	<ul style="list-style-type: none"> • I can analyze the main ideas and supporting details presented in different media and formats. (SL.7.2) (7.SL.CC.2) • I can build on others’ ideas during discussions. (SL.7.1) (7.SL.CC.1) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Introduction to Module 2: Group Synthesis <p>Protocol(s):</p> <ul style="list-style-type: none"> • Gallery Walk 	<p>Work Time A Gallery Walk Work Time</p> <p>Work Time B Introducing Working Conditions Anchor Chart</p> <p>Reason: In lesson one, students are encouraged to use critical thinking, collaborate and use social skills by doing a Gallery Walk.</p> <p>Notes: <i>Students will also listen to “The Sound of a Working Textile Mill”</i></p>

<p>see Work Time A)</p> <ul style="list-style-type: none">• Working Conditions anchor chart, student version (one per student)• Homework: Sorting Statements about Working Conditions (one per student)			
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Unit 1 Lessons	Agenda	Daily Learning	Prioritized Task
<p>Lesson 2</p> <p>Launching <i>Lyddie</i></p> <p>Lesson Vocabulary elements, interact, plot, setting, character; mighty (2), anxious (4), queer (5), charity (6), beholden (7)</p> <p>Materials:</p> <ul style="list-style-type: none"> Setting pictures A, B, and C (of the three settings for <i>Lyddie</i>) (one of each to display or print out) Entry Task: Lesson 2 <i>Lyddie</i> (book; one per student) <i>Lyddie</i> Reader's Notes, Chapter 1 and Chapter 2 (two separate supporting materials; one each per student) <i>Lyddie</i> Reader's Notes, Chapter 1 and Chapter 2, Teacher's Edition (two separate supporting materials; for Teacher Reference) Chapter 1 of <i>Lyddie</i> Text-Dependent Questions (one per student) Chapter 1 of <i>Lyddie</i> Close Reading Guide (for Teacher Reference) <i>Lyddie</i>: Reading Calendar (one per student) Opening Me 	<p>1. Opening</p> <p>A. Entry Task: Settings in <i>Lyddie</i> (5 minutes)</p> <p>B. Introducing Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Close Read: Chapter 1 of <i>Lyddie</i> (20 minutes)</p> <p>B. Guided Practice with Reader's Notes (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reviewing Homework and Previewing Checking for Understanding Entry Task (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none"> I can analyze the interaction of literary elements of a story or drama. (RL.7.3) (RL.KID.3) I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4) (7.L.VAU.4) <p>Ongoing Assessment <i>Lyddie</i> Reader's Notes, Chapter 1</p> <p>Protocol(s):</p> <ul style="list-style-type: none"> Admit and Exit Tickets 	<p>Work Time A Close Read: Chapter 1</p> <p>Work Time B Guided Practice with Reader's Notes</p> <p>Reason: In lesson two, students need to hear complex text read with fluency and expression.</p> <p>Notes: Make sure that students are reading along silently as you read aloud. Also, distribute Chapter 1 of <i>Lyddie</i> Text-Dependent Questions</p>

Unit 1 Lessons	Agenda	Daily Learning	Prioritized Task
<p><u>Lesson 3</u></p> <p>Modeling Entry Task, Reading Notes, and Reading Strategies for <i>Lyddie</i></p> <p><u>Lesson Vocabulary</u> dubious (10), noxious (13), transaction (14), loom (14), fallow (16), gaping (17), tavern (18), haughty (19), homespun (20)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Checking for Understanding, Chapters 1 and 2 entry task (one per student) • Checking for Understanding, Chapters 1 and 2 entry task, Teacher’s Guide (for Teacher Reference) • Document camera • Instructions for Discussion Appointments (also used in Module 1; included again here for teacher reference) • Weaving Room Discussion Appointments (one per student) • <i>Lyddie</i> (book; one per student) • Chapter 3 of <i>Lyddie</i> Suggested Read-aloud Teacher Script (for Teacher Reference) • Sticky notes (1 per student) • <i>Lyddie</i> Reader’s Notes, Chapter 3, Chapter 4, and Chapter 5 (three separate supporting materials; one each per student) • <i>Lyddie</i> Reader’s Notes, 	<p>1. Opening</p> <p>A. Entry Task: Checking for Understanding (15 minutes)</p> <p>2. Work Time</p> <p>A. Setting Up Discussion Appointments (5 minutes)</p> <p>B. Guided Practice: Noticing When to Reread (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Previewing Homework (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none"> • I can analyze the interaction of literary elements of a story or drama. (RL.7.3) (7.RL.KID.3) • I can use variety of strategies to determine the meaning of unknown words or phrases. (L.7.4) (7.L.VAU.4) • I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues (SL.7.1) (7. SL.CC.1) <p><u>Ongoing Assessment</u> Checking for Understanding entry task</p> <p><u>Protocol(s):</u></p> <ul style="list-style-type: none"> • Admit and Exit Ticket • Discussion Appointment • Turn and Talk 	<p><u>Work Time B</u> Guided Practice</p> <p><u>Work Time A</u> Guided Practice: Noticing When to Reread</p> <p>Reason: In lesson three, students will read a select part of <i>Lyddie</i> and learn how to reread, figure out new words, and create pictures in their minds while reading.</p> <p>Notes: <i>Students will make notes in their Reader’s Notes</i></p>

<p>Chapter 3, Chapter 4, and Chapter 5, Teacher's Edition (three separate supporting materials; for Teacher Reference)</p>			
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<p><u>Lesson 5</u></p> <p>Analyzing Character: Who is Lyddie?</p> <p><u>Lesson Vocabulary</u> characterization, strengths, weaknesses, hardships, hopes; manufacture (39), intrusion (40), intruder (39), conveyed (40), notions (40), penniless (42), snare (43), grimaced (44), impertinent (44), burden (44), obliged (47), alight, hapless (49), stout (50), boardinghouse, foreboding (51)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Checking for Understanding, Chapters 6 and 7 entry task (one per student) • Document camera • <i>Lyddie</i> (book; one per student) • Model Acrostic Poem (one for display) • Planning Your Poem (one per student) • Mill Times video clip (see Unit 1 overview for details) (show from 28:45-33:50) • Sticky notes (one per student) • Working Conditions anchor chart (from Lesson 1) • <i>Lyddie</i> Reader's Notes, Chapter 8 (one per student) • <i>Lyddie</i> Reader's Notes, Chapter 8, Teacher's Edition (for Teacher Reference) 	<p>1. Opening</p> <p>A. Entry Task: Checking for Understanding (10 minutes)</p> <p>2. Work Time</p> <p>A. Synthesizing Ideas About Lyddie's Character: Acrostic Poem (20 minutes)</p> <p>B. Building Background Knowledge: Watching a Clip from the Mill Times Video (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reading Aloud Chapter 8 (5 minutes)</p> <p>4. Homework</p> <p>A. Read Chapter 8 of <i>Lyddie</i> and complete Reader's Notes for Chapter 8.</p>	<ul style="list-style-type: none"> • I can analyze the interaction of literary elements of a story or drama. (RL.7.3) (7.RL.KID.3) • I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1) (7.RL.KID.1) • I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1) (7.SL.CC.1) • I can explain how ideas presented in different media and formats clarify a topic, text or issue. (SL.7.2) (7.SL.CC.2) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Entry task • Reader's Notes Chapters 1–7 • Acrostic poem with textual evidence <p><u>Protocol(s):</u></p> <ul style="list-style-type: none"> • Admit and Exit Tickets • Discussion Appointment • Give One-Get One-Move On 	<p><u>Work Time A</u> Synthesizing Ideas</p> <p><u>Work Time B</u> Building Background Knowledge</p> <p>Reason: In lesson five, students will show their understanding by creating an Acrostic Poem about <i>Lyddie</i>.</p> <p>Notes: <i>Students will make notes in their Reader's Notes.</i></p>
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<p><u>Lesson 6</u></p> <p>Introducing Working Conditions in the Mills</p> <p><u>Lesson Vocabulary</u> foreboding, din, distress, conscientious, complex, imposing, broadside, vigilant, shuttle, goods, flaw, paled, dexterity</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Pictures for Entry Task for Lesson 6 (for display) • Checking for Understanding Chapter 8 Entry Task (one per student) • <i>Lyddie</i> Reader's Notes, Chapters 1-7 (students' completed notes with teacher feedback after Lesson 5) • Image of a power loom to display (see Teaching Note above; find one in advance) • Sticky notes (5-6 per student) • <i>Lyddie</i> (book; one per student) • Document camera • <i>Lyddie</i> Reader's Notes, Chapter 9 and Chapter 10 (two separate supporting materials; one each per student) • <i>Lyddie</i> Reader's Notes, Chapter 9 and Chapter 10 (two separate supporting materials; for Teacher Reference) • Weaving Room Discussion Appointments handout (from Lesson 3) • Working Conditions anchor chart (begun in Lesson 1) • Working Conditions anchor chart, student version (begun in Lesson 1) • Three Quotes from Chapter 9 (one per pair of students and one to display) 	<p>1. Opening</p> <p>A. Entry Task: Checking for Understanding (10 minutes)</p> <p>2. Work Time</p> <p>A. Close Reading, Pages 62-66 in <i>Lyddie</i> (15 minutes)</p> <p>B. Adding to Working Conditions Anchor Chart (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reviewing Homework (3 minutes)</p> <p>4. Homework</p> <p>A. Read Chapters 9 and 10 of <i>Lyddie</i> and complete Reader's Notes for Chapters 9 and 10.</p>	<ul style="list-style-type: none"> • I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1) (7.RL.KID.1) • I can analyze the interaction of literary elements of a story or drama. (RL.7.3) (7.RL.KID.3) • I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4) (7.L.VAU.4) • I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5) (7.L.VAU.5) • I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL7.1) (7. SL.CC.1) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Checking for Understanding entry task • Working Conditions anchor chart—student version <p><u>Protocol(s):</u></p> <ul style="list-style-type: none"> • Admit and Exit Tickets • Discussion Appointment 	<p><u>Work Time A</u> Close Reading, Pages 62-66</p> <p><u>Work Time B</u> Adding to Working Conditions Anchor Chart</p> <p>Reason: In lesson six, students will learn what working conditions were like in the mill and how it affected <i>Lyddie</i>. Again, you will read aloud to allow students to hear the text being read fluently and with expression.</p> <p>Notes: <i>Encourage students to reread and take notes in Reader's Notes</i></p>
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<p><u>Lesson 7</u></p> <p>Analyzing Word Choice: Understanding Working Conditions in the Mills</p> <p><u>Lesson Vocabulary</u> personification; goods, flaw (65), decipher (66), radical (67), infamous, operatives (69), strenuous (74), laden, bowels (75), inferno, meager (76), commenced (77), ravenous. fatigue (78)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Checking for Understanding Chapters 9 and 10 entry task (one per student) • Weaving Room Discussion Appointments handout (from Lesson 3) • Working Conditions note cards (one set per pair; teacher-created; see Supporting Materials) • Reading Closely: Guiding Questions handout (from Odell Education; also see stand-alone document on EngageNY.org and odelleducation.com/resources) (one per student) • Document camera • <i>Lyddie</i> (book; one per student; focus on pages 75 and 76) • Chapter 10 of <i>Lyddie</i> Text-Dependent Questions (one per student) • Chapter 10 of <i>Lyddie</i> Close Reading Guide (for Teacher Reference) • Working Conditions anchor chart, student version (begun 	<p>1. Opening</p> <p>A. Entry Task: Checking for Understanding (10 minutes)</p> <p>2. Work Time</p> <p>A. Close Read of Pages 75 and 76 in <i>Lyddie</i> (25 minutes)</p> <p>B. Adding to Working Conditions Anchor Chart (8 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Previewing Homework (2 minutes)</p> <p>4. Homework</p> <p>A. Read Chapter 11 of <i>Lyddie</i> and complete Reader's Notes for Chapter 11.</p>	<ul style="list-style-type: none"> • I can cite several piece of text based evidence to support an analysis of literary text. (RL.7.1) (7.RL. KID.1) • I can analyze the interaction of literary elements of a story or drama. (RL.7.3) (7. RL.KID.3) • I can use a variety of strategies to determine the meaning of unknown words or phrases.(L.7.4) (7.L.VAU.4) • I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5) (7.L.VAU.5) • I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL7.1) (7.SL.CC.1) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Checking for Understanding entry task • Chapter 10 of <i>Lyddie</i> Text-Dependent Questions • Working Conditions anchor chart—student version <p><u>Protocol(s):</u></p> <ul style="list-style-type: none"> • Admit and Exit Tickets • Discussion Appointment 	<p><u>Work Time A</u> Close Read of Pages 75 and 76</p> <p><u>Work Time B</u> Adding to Working Conditions Anchor Chart</p> <p>Reason: In lesson seven, students will learn what the working conditions were like in the mill and how it affected Lyddie. Again, you will read aloud to allow students to hear the text being read fluently and with expression.</p> <p>Notes: <i>Students will answer Text-Dependent Questions from Chapter 10 of Lyddie.</i></p>
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<p>in Lesson 1)</p> <ul style="list-style-type: none">• Working Conditions anchor chart (begun in Lesson 1)• <i>Lyddie</i> Reader's Notes, Chapter 11 (one per student)• <i>Lyddie</i> Reader's Notes, Chapter 11, Teacher's Edition (for Teacher Reference)			
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<p><u>Lesson 8</u></p> <p>Analyzing Textual Evidence: Working Conditions in the Mills</p> <p><u>Lesson Vocabulary</u> anticipation (79), grasp (79), honorable discharge (81), blacklisted (81), engage (81), proficient (81)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Checking for Understanding, Chapter 11 entry task (one per student) • <i>Lyddie</i> (one per student) • Document camera • Working Conditions in <i>Lyddie</i>: Textual Evidence note-catcher (one per student) • Working Conditions Anchor Chart, student version (begun in Lesson 1) • Working Conditions Anchor Chart (begun in Lesson 1) • Mill Times or similar video resource (from Lesson 5; also explained in unit overview) • <i>Lyddie</i> Reader's Notes Chapter 12 and Chapter 13 (two separate supporting materials; one each per student) • <i>Lyddie</i> Reader's Notes Chapter 12 and Chapter 13, Teacher's Edition (two separate supporting materials; for Teacher Reference) 	<p>1. Opening</p> <p>A. Entry Task: Checking for Understanding (5 minutes)</p> <p>2. Work Time</p> <p>A. Understanding Working Conditions in <i>Lyddie</i>: Textual Evidence Note-catcher (20 minutes)</p> <p>B. Adding to Working Conditions Anchor Chart (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reviewing Homework (10 minutes)</p> <p>4. Homework</p> <p>Read Chapters 11 and 12 of <i>Lyddie</i> and complete Reader's Notes for Chapters 11 and 12.</p>	<ul style="list-style-type: none"> • I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1) (7.RL.KID.1) • I can analyze the interaction of literary elements of a story or drama. (RL.7.3) (7.RL.KID.3) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Checking for Understanding entry task • Working Conditions in <i>Lyddie</i>: Textual Evidence note-catcher <p><u>Protocol(s):</u></p> <ul style="list-style-type: none"> • Admit and Exit Tickets • Discussion Appointment 	<p><u>Work Time A</u> Understanding Working Conditions in <i>Lyddie</i></p> <p><u>Work Time B</u> Adding to Working Conditions Anchor Chart</p> <p>Reason: In lesson eight, students will understand how Lyddie's working conditions affect her.</p> <p>Notes: <i>Students will add the effects of Lyddie's working conditions on a note-catcher and Working Conditions Anchor Chart.</i></p>
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<p><u>Lesson 9</u></p> <p>Mid-Unit Assessment about Working Conditions in the Mills</p> <p><u>Lesson Vocabulary</u> diligent, indefatigable, piece rates (86), barren (88), disdain (89), defiance, real wages, turnout (91), plucky, recoiled, justify (95), tuned to, impeccable (97), allotted (98), subsidize (100), partial (103)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Checking for Understanding, Chapters 12 and 13 entry task (one per student) • Working Conditions in <i>Lyddie</i>: Textual Evidence note-catcher (completed in Lesson 8; returned here with teacher feedback) • <i>Lyddie</i> (book; one per student) • Mid-Unit 1 Assessment: How Working Conditions Affected <i>Lyddie</i> (one per student) • Mid-Unit 1 Assessment: How Working Conditions Affected <i>Lyddie</i> (Answers for Teacher Reference) • <i>Lyddie</i> Reader's Notes, Chapter 14 (one per student) • <i>Lyddie</i> Reader's Notes, Chapter 14, Teacher's Edition (for Teacher Reference) 	<p>1. Opening</p> <p>A. Entry Task: Checking for Understanding (13 minutes)</p> <p>2. Work Time</p> <p>A. Mid-Unit 1 Assessment (30 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reviewing Homework (2 minutes)</p> <p>4. Homework</p> <p>A. Read Chapter 14 of <i>Lyddie</i> and complete Reader's Notes for Chapter 14.</p>	<ul style="list-style-type: none"> • I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1) (7.RL.KID.1) • I can analyze the interaction of literary elements of a story or drama. (RL.7.3) ((7.RL.KID.3) • I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4) (7.L.VAU.4) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Mid-Unit 1 Assessment <p><u>Protocol(s):</u></p> <ul style="list-style-type: none"> • Admit and Exit Tickets • Discussion Appointment 	<p><u>Work Time A</u></p> <p>A. Mid-Unit 1 Assessment</p> <p>Reason: In lesson nine, students will show what they have learned.</p> <p>Notes:</p>
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<p>Lesson 10 Framing <i>Lyddie</i>'s Decision and Practicing Evidence Based Claims</p> <p>Lesson Vocabulary evidence, claim; pact (108), hinder (109), stilled (110), ornery (111), infirmity (112), cast off (113), husks (113), draft (115)</p> <p>Materials:</p> <ul style="list-style-type: none"> • Checking for Understanding, Chapter 14 entry task (one per student) • <i>Lyddie</i> (book; one per student) (students will focus closely on pages 91-93) • Weaving Room Discussion Appointments handout (from Lesson 3) • Document camera • Chapter 12 of <i>Lyddie</i> Close Reading Guide (for teacher reference) • Chapter 12 of <i>Lyddie</i> Text Dependent Questions (one per student) • <i>Lyddie</i>'s Decision Anchor Chart (new; teacher-created, see supporting materials) • <i>Lyddie</i>'s Decision Anchor Chart, Teacher's Edition (for Teacher Reference) • Forming Evidence Based Claims graphic organizers (note there are two different organizers; each student will need both; see Teaching Note) • <i>Lyddie</i> Reader's Notes, Chapter 15 and Chapter 16 (two separate supporting materials; one each per student) 	<p>1. Opening</p> <p>A. Entry Task: Checking for Understanding (9 minutes)</p> <p>2. Work Time</p> <p>A. Close Read: <i>Lyddie</i>'s Decision (20 minutes)</p> <p>B. Forming Evidence-Based Claims: <i>Lyddie</i>'s Decision (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Previewing Homework (1 minute)</p> <p>4. Homework</p> <p>A. Read Chapters 15-16 of <i>Lyddie</i> and complete Reader's Notes for Chapters 15 and 16.</p>	<ul style="list-style-type: none"> • I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1) (7.RL.KID.1) • I can analyze the interaction of literary elements of a story or drama. (RL.7.3) (7.RL.KID.3) • I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4) (7.L.VAU.4) • I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1) (7.SL.CC.1) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Checking for Understanding Entry task • Forming Evidence-Based Claims graphic organizers (two: one focusing on reasons to sign the petition and the other focusing on reasons not to sign the petition) <p>Protocol(s):</p> <ul style="list-style-type: none"> • Admit and Exit Tickets • Discussion Appointment 	<p>Work Time B Forming Evidence-Based Claims</p> <p><u>Work Time A</u> Close Read: <i>Lyddie</i>'s Decision (20 minutes)</p> <p>Reason: In lesson ten, students will begin gathering evidence about whether <i>Lyddie</i> should sign the petition or not.</p> <p>Notes: <i>Students will add Reader's Notes and begin using Forming Evidence Based Claims graphic organizers</i></p>
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<ul style="list-style-type: none">• <i>Lyddie</i> Reader's Notes, Chapter 15 and Chapter 16, Teacher's Edition (for teacher reference)			
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<p>Lesson 11 Forming Evidence-Based Claims: Should <i>Lyddie</i> Sign the Petition?</p> <p>Lesson Vocabulary evidence, claim; boasted (118), stout (118), remand her to the asylum (118), doff (120), fortnight (120), distraught (124), begrudge (127), mind (127), thereafter (129), croon (129)</p> <p>Materials:</p> <ul style="list-style-type: none"> • Checking for Understanding, Chapters 15–16 Entry Task (one per student) • Forming Evidence-based Claims graphic organizers (from Lesson 10; two per student: one about why <i>Lyddie</i> should sign the petition and one about why she should not) • <i>Lyddie</i> (book; one per student) • <i>Lyddie</i> Reader’s Notes, Chapters 12-16 (from Lessons 9 and 10) • <i>Lyddie</i>’s Decision: Passages to Reread chart (from Lesson 10, one to display) • Document camera • <i>Lyddie</i>’s Decision Anchor Chart (from Lesson 10) • Quotes to Discuss (one to display) • Quote Sandwich Guide (one to display and one per student) • <i>Lyddie</i> Reader’s Notes, Chapter 17 (one per student) • <i>Lyddie</i> Reader’s Notes, Chapter 17, Teacher’s Edition (for Teacher Reference) 	<p>1. Opening</p> <p>A. Entry Task: Checking for Understanding (5 minutes)</p> <p>2. Work Time</p> <p>A. Forming Evidence-Based Claims: <i>Lyddie</i>’s Decision (28 minutes)</p> <p>B. Generating Reasons for and Against Signing the Petition: Back-to-Back and Face-to-Face (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Previewing Homework (2 minutes)</p> <p>4. Homework</p> <p>A. Read Chapter 17 of <i>Lyddie</i> and complete Reader’s Notes for Chapter 17.</p>	<ul style="list-style-type: none"> • I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1) (7.RL.KID.1) • I can analyze the interaction of literary elements of a story or drama. (RL.7.3) (7.RL.KID.3) • I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4) (7.L.VAU.4) • I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1) (7.SL.CC.1) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Checking for Understanding entry task • Forming Evidence-Based Claims graphic organizers <p>Protocol(s):</p> <ul style="list-style-type: none"> • Admit and Exit Tickets • Back-to-back and Face-to-Face • Discussion Appointment 	<p>Work Time B Generating Reasons for and Against Signing the Petition</p> <p>Work Time A Forming Evidence-Based Claims</p> <p>Reason: In lesson eleven, students will learn how to think carefully about using quotes in their essays.</p> <p>Notes: <i>Students will use their Reader’s Notes and add to Quote Sandwich Guide.</i></p>
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<p>Lesson 12 Generating Reasons: Should <i>Lyddie</i> Sign the Petition?</p> <p>Lesson Vocabulary reason; despised (131), obliged (131), monstrous (132), plaits (134), ignorant (135), skeptical (136)</p> <p>Materials:</p> <ul style="list-style-type: none"> • Checking for Understanding, Chapter 17 entry task (one per student) • Forming Evidence-based Claims graphic organizers (begun in Lesson 10; collected at the end of Lesson 11 for teacher feedback) • Weaving Room Discussion Appointments handout (from Lesson 3) • <i>Lyddie</i>'s Decision: Passages to Reread chart (one to display, from Lesson 10) • <i>Lyddie</i> (book; one per student) • Document camera • <i>Lyddie</i>'s Decision Anchor Chart (from Lesson 10) • Turn and Talk: Connecting Reasons to Evidence Practice (one per student) • <i>Lyddie</i> Reader's Notes, Chapter 18 and Chapter 19 (two separate supporting materials; one each per student) • <i>Lyddie</i> Reader's Notes, Chapter 18 and Chapter 19 (two separate supporting materials; for Teacher Reference) 	<p>1. Opening</p> <p>A. Entry Task: Checking for Understanding (5 minutes)</p> <p>2. Work Time</p> <p>A. Forming Evidence-Based Claims: <i>Lyddie</i>'s Decision (10 minutes)</p> <p>B. Generating Reasons for and Against Signing the Petition (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Turn and Talk: Connecting Reasons to Evidence Practice (5 minutes)</p> <p>4. Homework</p> <p>A. Read Chapters 18-19 of <i>Lyddie</i> and complete Reader's Notes for Chapters 18 and 19. This is due in Lesson 14.</p>	<ul style="list-style-type: none"> • I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1) (7.RL.KID.1) • I can analyze the interaction of literary elements of a story or drama. (RL.7.3) (7.RL.KID.3) • I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4) (7.L.VAU.4) • I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1) (7.SL.CC.1) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Checking for Understanding, Chapter 17 entry task <p>Protocol(s):</p> <ul style="list-style-type: none"> • Admit and Exit Tickets • Discussion Appointment • Turn and Talk 	<p>Work Time A Generating Reasons for and Against Signing the Petition</p> <p>Work Time B Forming Evidence-Based Claims</p> <p>Reason: In lesson twelve, students will explain why or why not <i>Lyddie</i> should sign the petition.</p> <p>Notes: <i>Students will add to their Forming Evidence-Based Claims Graphic Organizers.</i></p>
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<p>Lesson 13 Writing an Argumentative Essay: Introducing the Writing Prompt and Model Essay</p> <p>Lesson Vocabulary argument, claim, relevant evidence, coherent, appropriate, counterclaim</p> <p>Materials:</p> <ul style="list-style-type: none"> • Entry task (one per student) • <i>Lyddie</i> Writer's Glossary (one per student) • <i>Lyddie</i> Model Essay (one per student, plus one for teacher use) • Document camera • Explanatory Essay vs. Argument Essay handout (one per student) • Explanatory Essay vs. Argument Essay (Answers for Teacher Reference) • Similarities and Differences between Explanatory Essays and Argument Essays (one to display) • Exit ticket (one per student) • Building an Argument Essay (optional; for Teacher Reference) 	<p>1. Opening</p> <p>A. Entry Task (10 minutes)</p> <p>2. Work Time</p> <p>A. Reading and Analyzing the Model Essay (15 minutes)</p> <p>B. Discussing Essay Prompt (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: Explain the Meaning of the Prompt: What Must You Do in This Essay? (5 minutes)</p> <p>4. Homework</p> <p>A. Reread the model essay and circle or highlight where the author acknowledges the opposing ideas to his/her claim.</p> <p>B. Continue reading Chapters 18-19 of <i>Lyddie</i> and complete Reader's Notes for Chapters 18 and 19. This is due in Lesson 14.</p>	<ul style="list-style-type: none"> • I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1) (7.W.TTP.1) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4) (7.W.PDW.4) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Venn diagram • Exit ticket <p>Protocol(s):</p> <ul style="list-style-type: none"> • Admit and Exit Tickets • Discussion Appointment 	<p>Work Time A Reading and Analyzing the Model Essay</p> <p>Work Time B Discussing Essay Prompt</p> <p>Reason: In lesson thirteen, students will listen to you read the model essay and give the gist to their partner. This also gives them an opportunity to discuss the reason why they support the essay.</p> <p>Notes: <i>Students will look at difference between Explanatory Essay vs. Argument Essay handout (one per student)</i></p>
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<p>Lesson 14 Writing an Argumentative Essay: Crafting a Claim</p> <p>Lesson Vocabulary literally, figuratively, counterclaim, relevant, irrelevant, well-chosen; calloused (148), in vain (141), slack (142), craves (142), wryly (143), miserly (144), grim (149), reading minutes (150), droning (151), robust (152)</p> <p>Materials:</p> <ul style="list-style-type: none"> • Checking for Understanding, Chapters 18 and 19 entry task (one for each student) • Forming Evidence-Based Claims graphic organizers (collected in Lesson 12, returned here with feedback) • <i>Lyddie</i>'s Decision Anchor Chart (begun in Lesson 10) • Working Conditions in <i>Lyddie</i>: Textual Evidence note-catcher (students last used this in Lesson 9) • End of Unit 1 Assessment Prompt: <i>Lyddie</i> Argument Essay (one per student and one to display) • Student exemplar acrostic poem (teacher choice from students' work in Lesson 5; teacher-prepared copy to distribute one per student in this lesson) • Take a Stand Teacher Guide (for teacher reference only) • Take a Stand Statements (one to display) • Document camera • Exit ticket (one per student) • <i>Lyddie</i> Reader's Notes, Chapter 20, Chapter 21, 	<p>1. Opening</p> <p>A. Entry Task: Checking for Understanding (10 minutes)</p> <p>2. Work Time</p> <p>A. Take a Stand: Weighing the Reasons (15 minutes)</p> <p>B. Making a Claim (15 minutes)</p> <p>Closing and Assessment</p> <p>A. Exit Ticket: My Claim (5 minutes)</p> <p>4. Homework</p> <p>A. Read Chapters 20-23 of <i>Lyddie</i> and complete Reader's Notes for Chapters 20, 21, 22, and 23. This is due in Lesson 19.</p>	<ul style="list-style-type: none"> • I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1) (7.W.TTP.1) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4) (7.W.PDW.4) • I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1) (7.RL.KID.1) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Checking for Understanding Entry task • Exit ticket <p>Protocol(s):</p> <ul style="list-style-type: none"> • Admit and Exit Tickets • Take a Stand 	<p>Work Time B Making a Claim</p> <p>Work Time A Take a Stand: Weighing the Reasons</p> <p>Reason: In lesson fourteen, students will learn how to find three compelling reasons and support with evidence. They should be able to explain to a partner their reasons and why they chose them. Once they have chosen evidence, they should be able to choose a side they will argue.</p> <p>Notes: <i>Students will add to Forming Evidence-Based Claims graphic organizers, if needed.</i></p>
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<p>Chapter 22, Chapter 23 (four separate supporting materials; one per student)</p> <ul style="list-style-type: none">• <i>Lyddie</i> Reader's Notes, Chapter 20, Chapter 21, Chapter 22, and Chapter 23, Teacher's Edition (four separate supporting materials; for Teacher Reference)			
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<p>Lesson 15 Writing an Argumentative Essay: Analyzing the Model Essay</p> <p>Lesson Vocabulary coherent, argument, appropriate, structure, relevant evidence</p> <p>Materials:</p> <ul style="list-style-type: none"> • Entry task (one per student) • Weaving Room Discussion Appointments handout (from Lesson 3) • Analyzing Evidence in the Model Essay (one per student and one to display) • Analyzing Evidence in the Model Essay (for Teacher Reference) • Analyzing Structure of the Model Essay (one per student and one to display) • Analyzing Structure of the Model Essay (for Teacher Reference) • Document camera • Exit ticket (one per student) 	<p>1. Opening</p> <p>A. Entry Task (5 minutes)</p> <p>2. Work Time</p> <p>A. Analyzing Evidence in the Model Essay (15 minutes)</p> <p>B. Analyzing Structure in the Model Essay (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket (5 minutes)</p> <p>4. Homework</p> <p>A. Continue reading Chapters 20-23 of <i>Lyddie</i> and complete Reader's Notes for Chapters 20, 21, 22, and 23. This is due in Lesson 19.</p>	<ul style="list-style-type: none"> • I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1) (7.W.TTP.1) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4) (7.W.PDW.4) • I can identify the argument and specific claims in a text. (RI.7.8) (7.RI.iKI.8) • I can evaluate the argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI.7.8) (7.RI.iKI.8) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Analyzing Evidence in Model Essay handout • Analyzing Structure of the Model Essay handout • Exit ticket <p>Protocol(s):</p> <ul style="list-style-type: none"> • Admit and Exit Tickets • Discussion Appointment 	<p>Work Time B Analyzing Structure in the Model Essay</p> <p><u>Work Time A</u> Analyzing Evidence in the Model Essay</p> <p>Reason: In lesson fifteen, students will reread the model essay and use think aloud to complete the Analyzing Evidence in the Model Essay handout.</p> <p>Notes: <i>Students will begin thinking about body paragraphs.</i></p>
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<p><u>Lesson 16</u> Writing an Argumentative Essay: Planning the Essay</p> <p><u>Lesson Vocabulary</u> claim, counterclaim</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Module 1 Reflection (from Module 1, Unit 3, Lesson 6; students' completed reflections) • Writing Improvement Tracker (one per student) • Exit Ticket from Lesson 14 (with teacher feedback) • <i>Lyddie</i> Model Essay (from Lesson 13; one to display) • Document camera • <i>Lyddie</i> Essay Planner (one per student) • Model essay planner (optional; only for students who need additional support) • Exit ticket (one per student) 	<p>1. Opening</p> <p>A. Entry Task: Writing Improvement Tracker (10 minutes)</p> <p>B. Reviewing Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Planning the Essay (30 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: Reflecting on Essay Planning (3 minutes)</p> <p>4. Homework</p> <p>A. Finish your <i>Lyddie</i> essay planner, due next class.</p> <p>B. Continue reading Chapters 20-23 of <i>Lyddie</i> and complete Reader's Notes for Chapters 20, 21, 22, and 23. This is due in Lesson 19.</p>	<ul style="list-style-type: none"> • I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1) (7.W.TTP.1) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4) (7.W.PDW.4) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Exit ticket <p><u>Protocol(s):</u></p> <ul style="list-style-type: none"> • Admit and Exit Tickets 	<p><u>Work Time A</u></p> <p>Planning the Essay</p> <p>Reason: In lesson sixteen, students will use this essay planner to write their essays and figure out how to incorporate their counterclaim.</p> <p><i>Notes:</i> <i>Students will refer to Model Essay for counterclaim.</i></p>
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<p>Lesson 17 Writing an Argumentative Essay: Peer Critique</p> <p>Lesson Vocabulary critique, incorporate feedback</p> <p>Materials:</p> <ul style="list-style-type: none"> • Entry task (one per student) • <i>Lyddie</i> Essay Planner (from Lesson 16; students completed it for homework) • Peer Critique Expectations and Directions (one to display) • Peer Critique recording form (one per student) • Writing Improvement Tracker (one per student) 	<p>1. Opening</p> <p>A. Entry Task: Draft a Quote Sandwich (10 minutes)</p> <p>B. Reviewing Learning Targets (3 minutes)</p> <p>2. Work Time</p> <p>A. Peer Critique Protocol (15 minutes)</p> <p>B. Begin Essay Writing (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief Learning Targets (2 minutes)</p> <p>4. Homework</p> <p>A. Read chapters 20-23 of <i>Lyddie</i> and complete Reader's Notes for Chapters 20, 21, 22, and 23. This is due in Lesson 19.</p>	<ul style="list-style-type: none"> • I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1) (7.W.TTP.1) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4) (7.W.PDW.4) • With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5) (7.W.PDW.5) • I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9) (7.W.RBPK.9) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Essay plan • Exit ticket <p>Protocol(s):</p> <ul style="list-style-type: none"> • Admit and Exit Tickets • Peer Critique 	<p>Work Time B Begin Essay Writing</p> <p><u>Work Time A</u> Peer Critique Protocol</p> <p>Reason: In lesson seventeen, students will use their evidence from quote sandwich and begin writing their essay drafts.</p> <p><i>Notes:</i> <i>Students should work independently and essay draft is used as an assessment.</i></p>
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<p>Lesson 18 End of Unit 1 Assessment, Part 1: Drafting the Argumentative Essay</p> <p>Lesson Vocabulary argument</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Lyddie</i> (book; one per student) • End of Unit 1 Assessment Prompt: <i>Lyddie</i> Argument Essay (from Lesson 14; included again in this lesson for teacher reference; one per student and one to display) • Computers • Expository Writing Rubric (Argument version) (for teacher reference; use this to assess students' drafts on rows 1 and 2 of the rubric; see Teaching Note above) • Launching Independent Reading in Grades 6–8: Sample Plan (stand-alone document on EngageNY.org; optional; for teacher reference) 	<p>1. Opening</p> <p>A. Entry Task: (3 minutes)</p> <p>2. Work Time</p> <p>A. Drafting the Essay (40 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Collect Essay Drafts (2 minutes)</p> <p>4. Homework</p> <p>A. Finish reading Chapters 20-23 of <i>Lyddie</i> and complete Reader's Notes for Chapters 20, 21, 22, and 23.</p>	<ul style="list-style-type: none"> • I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1) (7.W.TTP.1) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4) (7.W.PDW.4) • I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9) (7.W.RBPK.9) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Essay draft <p>Protocol(s):</p> <ul style="list-style-type: none"> • Admit and Exit Tickets 	<p>Work Time A Drafting the Essay</p> <p>Reason: In lesson eighteen, students will use evidence from planners to continue write their drafts.</p> <p><i>Notes:</i> <i>Students will use Expository Writing Rubric to complete their drafts.</i></p>
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<p>Lesson 19 World Café to Analyze the Characters in <i>Lyddie</i></p> <p>Lesson Vocabulary cultivate, scrupulous (155), yoke (156), begrudge (158), tumult (159), sedate (159), hulking (160), searing (162), trespassed (164), distressing (165), cackle (164), solemn (167), benumbed (168), incredulous (170), parcels (171), dilute (173), vile (171), gingerly (174), monstrosities (177), pang (177), homely (179), content (179), crinkled (182), crumpled (182), merriment (182)</p> <p>Materials:</p> <ul style="list-style-type: none"> • Checking for Understanding Entry Task, Chapters 20–23 (one per student) • World Cafe protocol directions (Appendix 1; see also Module 1, Unit 1, Lesson 9) • World Cafe Questions (for teacher use; see Teaching Note above) • Recording chart (one per triad; a piece of flip chart) • Markers (one per student) • Discussion Assessment Tracker (one for teacher use) • <i>Lyddie</i>'s Character: Exit Ticket and Homework (one per student) 	<p>1. Opening</p> <p>A. Entry Task: Checking for Understanding (10 minutes)</p> <p>B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. World Café (25 Minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket and Preview Homework (5 minutes)</p> <p>4. Homework</p> <p>A. Complete the <i>Lyddie</i>'s Character homework.</p>	<ul style="list-style-type: none"> • I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1) (7.SL.CC.1) • I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4) (7.L.VAU.4) • I can analyze the interaction of literary elements of a story or drama. (RL.7.3) (7.RL.KID.3) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Reader's Notes, Chapters 18-23 • World Café charts <p>Protocol(s):</p> <ul style="list-style-type: none"> • World Café • Admit and Exit Tickets 	<p>Work Time A World Café</p> <p>Reason: In lesson nineteen, students will use World Café protocol to discuss the whole book.</p> <p>Notes: <i>Explain World Café protocols and have students to add to recording chart</i></p>
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<p><u>Lesson 20</u> End of Unit 1, Assessment, Part 2: Revise Essay Drafts</p> <p><u>Lesson Vocabulary</u> feedback</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Computers • Students' draft essays with teacher feedback (from Lesson 18) • Exemplar Body Paragraph (for display, selected by teacher in advance; see Teaching Notes) • Document camera 	<p>1. Opening</p> <p>A. Review Learning Targets (3 minutes)</p> <p>2. Work Time</p> <p>A. Mini Lesson: Addressing Common Errors (5 minutes)</p> <p>B. Return Draft Essays with Feedback (5 minutes)</p> <p>C. Essay Revision (30 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Previewing Unit 3 (2 minutes)</p> <p>4. Homework</p> <p>A. Finish the final draft of your essay to turn in at the start of the next lesson, along with your first draft, rubric, and planners.</p>	<ul style="list-style-type: none"> • With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5) (7.L.VAU.5) • I can use correct grammar and usage when writing or speaking. (L.7.1) (7.I.CSE.2) • I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.7.2) (7.I.CSE.2) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Revised Essay <p><u>Protocol(s):</u></p> <ul style="list-style-type: none"> • None 	<p><u>Work Time A</u> Mini Lesson: Addressing Common Errors</p> <p><u>Work Time B</u> Return Draft Essays with Feedback</p> <p><u>Work Time C</u> Essay Revision</p> <p>Reason: In lesson 20, you will review common errors found in essay drafts and explain the importance of reviewing drafts.</p> <p>Notes: <i>Students will refer to Exemplar Body Paragraph or</i></p>
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Seventh Grade Module 2: Working with Evidence

How Working Conditions Change: Chávez and the UFW

Unit 2 Overview

In this unit, which centers on informational text standards RI.7.2, RI.7.3, and RI.7.5, students will read and analyze a speech by César Chávez. In response to the difficult working and living conditions faced by agricultural workers, Chávez helped found the United Farm Workers in the 1960s. In 1984, Chávez gave his Commonwealth Club Address, which argues that the UFW has been and will continue to be a powerful institution that improves the lives of farmworkers and empowers the Latino community. This is primarily a reading unit, and it focuses on students' ability to determine the central ideas of a text and analyze how they are developed, understand how people and events interact in that text, and consider how an author organizes a text so that each section of the text relates to the central claim. As students read the speech, they will add to a new anchor chart about how consumers, workers, government, and businesses (the focus of Unit 3) affect working conditions. They also will analyze how Chávez uses specific tools of rhetoric to develop his central claim and will discuss the structure of the speech. In the Mid-Unit 2 Assessment, students will answer selected-response questions for a section of Chávez's speech that the class has not yet discussed. In the End of Unit 2 Assessment, they will apply their understanding of text structure to analyze a new speech by Chávez. Both assessments focus on RI.7.2, RI.7.3, and RI.7.5, but the mid-unit assessment focuses more on RI.7.2 and RI.7.3 while the end of unit assessment focuses more on RI.7.5. The lessons in this unit are adapted from lessons developed by Odell Education (see stand-alone documents on EngageNY.org).

Mid-Unit 1 Assessment: Text-Dependent Questions about Theme: How Do Individuals Survive in Challenging Environments?

This assessment centers on ELA CCSS RL.7.1, RL.7.9, and RI.7.2. For this assessment, students will analyze how the author of *A Long Walk to Water* uses and elaborates on historical facts to convey her ideas about how people survive in South Sudan

End-of-Unit 1 Assessment: Analyzing the Structure of Chávez's "Wrath of Grapes" Speech

This assessment centers on standards ELA RI.7.1, RI.7.2, RI.7.3, and RI.7.5, with an emphasis on RI.7.5.

Students read "Wrath of Grapes," another speech by Chávez (edited for length), and answer selected- and constructed-response questions about its central claim, how that claim is developed, and how each section of the speech relates to that central claim.

Required Unit Trade Book(s): César Chávez, "Commonwealth Club Address," speech given on November 9, 1984.

Suggested Pacing: This unit is approximately 4 weeks or 20 sessions of instruction.

Unit 2 Lessons	Agenda	Daily Learning	Prioritized Tasks
<p><u>Lesson 1</u></p> <p>Building Background Knowledge: Planning the Two Voice Poem</p> <p><u>Lesson Vocabulary</u> agent of change, consumer, boycott, union, migrant worker, Chicano, Anglo, Mexican-American, Latino, Hispanic</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> Two images of working conditions, one modern and one historic; found in advance by teacher; suggested images: Modern day: a Google image search for “factory today working conditions” will yield a number of possibilities. Choose one that will interest your students. Lowell: http://www.clemson.edu/caah/history/FacultyPages/PamMaek/lec122/weave.gif Entry task: Working Conditions Then and Now (one per student) Agents of Change anchor chart (one per student and one to display) Building Background Knowledge worksheet (one per student) <i>Harvesting Hope: The Story of César Chávez</i> (or an alternative background source; see Teaching Notes for a list) 	<p>1. Opening</p> <p>A. Entry Task (5 minutes)</p> <p>B. Reviewing Learning Targets and Introducing Agents of Change (5 minutes)</p> <p>2. Work Time</p> <p>A. Building Background Knowledge on César Chávez (15 minutes)</p> <p>B. Introducing the Text—Modified Tea Party (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Turn and Talk (5 minutes)</p> <p>4. Homework</p> <p>A. Continue reading in your independent reading book for this unit at home.</p>	<ul style="list-style-type: none"> I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3) (7.RI.KID.3) I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1) (7.SL.CC.1) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> Building Background Knowledge Worksheet <p><u>Protocol(s):</u></p> <ul style="list-style-type: none"> Turn and Talk Admit and Exit Tickets Tea Party 	<p><u>Work Time A</u> Build Background Knowledge</p> <p><u>Work Time B</u> Introduce Speech</p> <p>Reason: In lesson one, student will connect to Cesar Chavez’s background and introduce them to “Commonwealth Club Address.”</p> <p>Notes: <i>Who does Chavez see as a change agent?</i> <i>Students will add to Change Agent Anchor Chart.</i></p>

<ul style="list-style-type: none">• Quote Cards (one copy for every four students)• Quote Cards (for teacher reference)• Additional Quotes (one per student; used during group work)			
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<p><u>Lesson 2</u></p> <p>Reading Closely: Introducing Chávez's Commonwealth Club Address and Considering the Plight of the Farmworker</p> <p><u>Lesson Vocabulary</u> Structure, central claim, section; tunnel vision, migrant, savage, mortality, implements, chattel, Anglo, Chicano, chattel, union, asserts</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> Recording of César Chávez giving the speech: http://esl-bits.net/listening/Media/CesarChavez/default.html (TM/© 2014 the Cesar Chavez Foundation www.chavezfoundation.org) Text of Commonwealth Club Address by César Chávez (one per student) Commonwealth Club Address Structure anchor chart (one per student and one for display) Commonwealth Club Address Structure anchor chart (for teacher reference) Text-Dependent Questions for Paragraphs 1–7 (one per student) Text-Dependent Questions for Paragraphs 1–7 (Answers, for teacher reference) Forming Evidence Based Claims graphic organizer for Paragraphs 1–7 (one per student) 	<p>1. Opening</p> <p>A. Listening for the Gist: Paragraphs 1–15 (15 minutes)</p> <p>2. Work Time</p> <p>A. Analyzing the Structure of the Speech (10 minutes) B. Reading Closely: Paragraphs 1–7 (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Forming Evidence-Based Claims: Paragraphs 1–7 (5 minutes)</p> <p>4. Homework</p> <p>A. Complete the Forming Evidence-Based Claims graphic organizer for Paragraphs 1–7. B. Continue reading in your independent reading book for this unit at home.</p>	<ul style="list-style-type: none"> I can determine a theme or the central ideas of an informational text. (RI.7.2) (7.RI.KID.2) I can analyze the development of a theme or central idea throughout the text. (RI.7.2) (7.RI.KID.2) I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5) (7.RI.CS.5) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> Students' annotated text of the Commonwealth Club Address <p>Protocol(s):</p> <ul style="list-style-type: none"> Admit and Exit Tickets 	<p><u>Work Time A</u> Analyze structure of the speech</p> <p><u>Work Time B</u> Reading speech closely- Para. 1-7 , 8-15</p> <p>Reason: In lesson 2, students will partner read and answer text-dependent questions. They will also use graphic organizer.</p> <p>Notes: <i>Students will add to Change Agent Anchor Chart</i></p>
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<p><u>Lesson 3</u></p> <p>Reading Closely and Introducing Rhetoric Toolbox: Unions as Agents of Change—Part 1</p> <p><u>Lesson Vocabulary</u> rhetoric, emotionally charged words, credible, rhetorical questions, tangible, intangible, counterclaim; savage, vivid</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Photos of the UFW strike, found in advance by teacher (a search will yield many possibilities; focus on images that show striking and picketing workers) • Text of Commonwealth Club Address by César Chávez (students' own copies; from Lesson 2) • Entry Task (one per student) • Rhetoric Toolbox anchor chart (new; teacher-created; one per student and one to display) • Weaving Room Discussion Appointments handout (from Unit 1; distributed in Lesson 3 and used throughout) • Text-Dependent Questions for Paragraphs 8–15 (one per student) • Text-Dependent Questions for Paragraphs 8–15 (Answers, for teacher reference) • Agents of Change anchor chart (from Lesson 1) 	<p>1. Opening</p> <p>A. Entry Task (5 minutes)</p> <p>2. Work Time</p> <p>A. Reviewing Evidence-Based Claims for Paragraphs 1–7 (5 minutes)</p> <p>B. Introducing Rhetoric Toolbox (20 minutes)</p> <p>C. Reading Closely: Paragraphs 8–15 (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Adding to Agents of Change Anchor Chart (5 minutes)</p> <p>4. Homework</p> <p>A. Continue reading in your independent reading book for this unit.</p>	<ul style="list-style-type: none"> • I can determine a theme or the central ideas of an informational text. (RI.7.2) (7.RI.KID.2) • I can analyze the development of a theme or central idea throughout the text. (RI.7.2) (7.RI.KID.2) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Students' annotated texts of the Commonwealth Club Address <p><u>Protocol(s):</u></p> <ul style="list-style-type: none"> • Admit and Exit Tickets • Think-Pair-Share 	<p>Work Time A: Reviewing Evidence-Based Claims</p> <p><u>Work Time C</u> Reading Closely: Paragraphs 8–15</p> <p>Reason: In lesson 3, students will work with a partner read and answer text-dependent questions. They will also annotate text and identify one central claim.</p> <p>Notes: <i>Special emphasis of how UFW helped Latino farmworkers. Workers can affect working conditions.</i></p>
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<p><u>Lesson 4</u></p> <p>Speech Structure: Unions as Agents of Change—Part 2</p> <p><u>Lesson Vocabulary</u> Empower</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Text of Commonwealth Club Address by César Chávez (students' annotated copies from Lesson 3) • Forming Evidence-Based Claims graphic organizer for Paragraphs 8–15 (one per student) • Forming Evidence-Based Claims graphic organizer for Paragraphs 8–15 (for teacher reference) • Document camera • Commonwealth Club Address Structure Anchor Chart (from Lesson 2) • Commonwealth Club Address Structure Anchor Chart—teacher edition (from Lesson 2) • Recording of Chávez giving the speech (from Lesson 2) 	<p>1. Opening</p> <p>A. Reviewing Learning Targets (3 minutes)</p> <p>2. Work Time</p> <p>A. Forming Evidence-Based Claims: Paragraphs 8–15 (15 minutes)</p> <p>B. Speech Structure and Anchor Chart (5 minutes)</p> <p>C. Listening for the Gist: Paragraphs 16–30 (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Turn and Talk (2 minutes)</p> <p>4. Homework</p> <p>A. Continue reading in your independent reading book for this unit.</p>	<ul style="list-style-type: none"> • I can determine a theme or the central ideas of an informational text. (RI.7.2) (7.RI.KID.2) • I can analyze the development of a theme or central idea throughout the text. (RI.7.2) (7.RI.KID.2) • I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5) (7.RI.CS.5) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Forming Evidence-Based Claims graphic organizer for Paragraphs 8–15 <p><u>Protocol(s):</u></p> <ul style="list-style-type: none"> • Turn and Talk 	<p><u>Work Time A:</u> Forming Evidence-Based Claims: Paragraphs 8–15</p> <p><u>Work Time B:</u> Listening for the Gist: Paragraphs 16–30</p> <p><u>Work Time C:</u> Speech Structure and Anchor Chart</p> <p>Reason: In lesson four, students will make sure that they understand text by reviewing gist notes and determine Chavez's claim.</p> <p>Notes: <i>Students will use Forming Evidence-Based Claims graphic organizer to help determine claim.</i></p>
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<p><u>Lesson 5</u></p> <p>Mid-Unit Assessment: How Chávez Develops His Claims in the Commonwealth Club Address</p> <p><u>Lesson Vocabulary</u> cruel hoax, peon, bargain in good faith, exaggerations</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Text of Commonwealth Club Address by César Chávez (students' annotated copies from Lessons 2-4) • Vocabulary words and definitions (See Teaching Notes, for display) • Mid-Unit 2 Assessment: How Chávez Develops His Claims in the Commonwealth Club Address (one per student) • Mid-Unit 2 Assessment: How Chávez Develops His Claims in the Commonwealth Club Address (Answers, for teacher reference) 	<p>1. Opening</p> <p>A. Entry Task: Introduction to Paragraphs 18 and 19 (7 minutes)</p> <p>2. Work Time</p> <p>A. Mid-Unit 2 Assessment (20 minutes)</p> <p>B. Independent Reading Activity (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reviewing Learning Targets (3 minutes)</p> <p>4. Homework</p> <p>A. Continue reading in your independent reading book for this unit.</p>	<ul style="list-style-type: none"> • I can analyze the interaction of literary elements of a story or drama. (RL.7.3) (7.RI.KID.3) • I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1) (7. (RI.KID.1) • I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1) (7.SL.CC.1) • I can explain how ideas presented in different media and formats clarify a topic, text or issue. (SL.7.2) (7.SL.CC.2) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Entry task • Reader's Notes Chapters 1–7 • Acrostic poem with textual evidence <p><u>Protocols</u> None</p>	<p><u>Work Time A:</u> Mid-Unit 2 Assessment</p> <p>Reason: In lesson five, students analyze interactions between people, events, and ideas.</p> <p>Notes: Distribute Mid-Unit 2 Assessment: How Chávez Develops His Claims in the Commonwealth Club Address</p>
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<p><u>Lesson 6</u></p> <p>Speech Structure: Part 2 of the Commonwealth Club Address</p> <p><u>Lesson Vocabulary</u> structure, contribute, central claim; boycott, dismantled, disposable, reap, wanton, subsidies, subjugated</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Working Conditions Timeline strips (one per pair of students) • Document camera • Working Conditions Timeline (for teacher reference) • Text of Commonwealth Club Address by César Chávez (students' annotated copies from Lessons 2-5) • Weaving Room Discussion Appointments handout (from Unit 1, Lesson 3) • ext-Dependent Questions for Paragraphs 16–21 (one per student) • Commonwealth Club Address Structure anchor chart (one to post and a copy for each student; from Lesson 2) • Commonwealth Club Address Structure anchor chart—teacher edition (from Lesson 2) • Agents of Change anchor chart (begun in Lesson 1) • Mid-Unit 2 Assessments with wrong answers marked by teacher • Homework: Text-Dependent Questions for Paragraphs 23–26 (one per student) 	<p>1. Opening</p> <p>A. Entry Task (8 minutes)</p> <p>2. Work Time</p> <p>A. Adding to Commonwealth Club Address Structure Anchor Chart for Paragraphs 16–21 (20 minutes)</p> <p>B. Adding to Agents of Change Anchor Chart (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Returning Assessment and Reviewing Homework (7 minutes)</p> <p>4. Homework</p> <p>A. Correct your Mid-Unit 2 Assessment</p> <p>B. Complete the Text-Dependent Questions for Paragraphs 23–26.</p>	<ul style="list-style-type: none"> • I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5) • (7.RI.CS.5) • I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3) (7.RI.KID.3) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Commonwealth Speech Structure anchor chart • Text-Dependent Questions for Paragraphs 16–21 <p><u>Protocol(s)</u></p> <ul style="list-style-type: none"> • Admit and Exit Tickets • Think-Pair-Share 	<p><u>Work Time A:</u> Adding to Commonwealth Club Address Structure Anchor Chart for Paragraphs 16–21</p> <p><u>Work Time B</u> Adding to Agents of Change Anchor Chart Reason: Decide how to Chavez is saying or choosing his words in his speech (rhetoric) to build his claims.</p> <p>Reason: In lesson six, students will analyze how the speech is organized and the structure</p> <p>Notes: <i>Distribute text-dependent questions for paragraphs 23-26 to practice identifying the main claim.</i></p>
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<p><u>Lesson 7</u></p> <p>Synthesizing Chávez's Central Claim</p> <p><u>Lesson Vocabulary</u> subjugated, sham, hoax, exploit, surname</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Commonwealth Club Address Structure anchor chart (from Lesson 2) • Commonwealth Club Address Structure anchor chart – teacher edition (from Lesson 2) • Rhetoric Tool Matching Game (one copy for every eight students) • Rhetoric Tool Matching Game (for teacher reference) • Text of Commonwealth Club Address by César Chávez (students' annotated copies from Lessons 2-7) • Markers (three colors per student) • Exit ticket: Self-Assessment (one per student) 	<p>1. Opening</p> <p>A. Entry Task (10 minutes)</p> <p>2. Work Time</p> <p>A Rhetoric Tool Matching Game (15 minutes) B. Analyzing Speech Structure: Paragraphs 28 and 29 (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: Self-Assessment (5 minutes)</p> <p>4. Homework</p> <p>A. Continue reading in your independent reading book for this unit.</p>	<ul style="list-style-type: none"> • I can analyze the development of a theme or central idea throughout the text. (RI.7.2) (7.RI.KID.2) • I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5) (7.RI.CS.5) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Commonwealth Speech Structure anchor chart <p><u>Protocol(s):</u></p> <ul style="list-style-type: none"> • Admit and Exit Tickets 	<p><u>Work Time A</u> Rhetoric Tool Matching Game</p> <p>Analyzing Speech Structure: Paragraphs 28 and 29</p> <p>Reason: In lesson seven, students will use a game to identify how Chavez is using different words to persuade his audience.</p> <p>Notes: Students will add to Structure Anchor Chart Reread the conclusion and asks students to identify three things he does in conclusion.</p>
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Seventh Grade Module 2: Culminating Project: **Researching** Working Conditions in the Modern Garment Industry

Unit 3 Overview

In this unit (which centers on research standards W.7.6 and W.7.7 and also addresses some aspects of W.7.8), students will explore how businesses can affect working conditions, both positively and negatively. First, students are introduced to the idea of current working conditions through a short case study on Wegmans, a popular New York employer. Then, using skills and concepts developed in Units 1 and 2, students will engage in a short research project on current working conditions in the garment industry. In particular, students will learn to gather relevant information, ask supporting research questions, and paraphrase information from sources. As students research, they will keep track of their notes in the researcher's notebook. In the Mid-Unit 3 Assessment, students will answer selected-response questions about a research text that the class has not yet discussed. In the End of Unit 3 Assessment, they will synthesize the information they gathered in their research into several paragraphs. Both assessments focus on W.7.7 and W.7.8, but the Mid-Unit 3 Assessment focuses more on gathering relevant information and asking questions, while the end of unit assessment focuses more on paraphrasing and synthesizing information to answer a research question. As a final performance task, students create a consumer's guide (targeting a teenage audience) to buying clothing. This guide provides an overview of working conditions and explains how consumers might respond to this information. This task focuses on ELA Standards W.7.2, W.7.4, W.7.6, W.7.7, W.7.8, SL.7.1b, L.7.1, L.7.2, L.7.3, and L.7.6.

Mid-Unit 3 Assessment:

Gathering Relevant Information and Generating Additional Research Questions

This task focuses on ELA CCSS W.7.7 and touches on W.7.8. After conducting initial research on working conditions in the garment industry, students complete an on-demand task in which they read a new text, consider how it addresses their research question, and identify possible additional research questions raised by the text.

End-of-Unit:

Writing a Research Synthesis

This task focuses on ELA CCSS W.7.7 and W.7.8. After students complete their research on working conditions in the garment industry, they will synthesize their findings (from their finished researcher's notebooks) into several paragraphs in which they acknowledge their sources.

Required Unit Trade Book(s): *Lyddie*

Suggested Pacing: This unit is approximately 4 weeks or 20 session of instruction.

Unit 3 Lessons	Agenda	Daily Learning	Prioritized Task
<p>Lesson 1</p> <p>Setting Purpose for Research: What are Fair Working Conditions?</p> <p>Lesson Vocabulary developing, developed, constitute; compensation, benefits, leave (from Wegmans Web site), cost of living</p> <p>Materials:</p> <ul style="list-style-type: none"> • Entry Task (one per student) • Working Conditions Anchor Chart (first seen in Unit 2; a blank chart is included in the supporting materials of this lesson; one per student for note-taking and one to display; see Work Time A) • Statements for the Four Corners Activity (for teacher reference; to post) • Researcher’s Notebook (one per student) • Computers to research working conditions at Wegman’s (one per student) 	<p>1. Opening</p> <p>A. Entry Task (10 minutes)</p> <p>2. Work Time</p> <p>A. Investigating Working Conditions at Wegmans (15 minutes)</p> <p>B. Discussing Fair Working Conditions (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Setting a Purpose for Research in Researcher’s Notebook (10 minutes)</p> <p>4. Homework</p> <p>A. Begin reading your independent reading book for this unit.</p>	<p>• I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1) (7.SL.CC.1)</p> <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Setting a purpose for research in Researcher’s Notebook <p>Protocol(s):</p> <ul style="list-style-type: none"> • Admit and Exit Tickets • Think-Pair-Share 	<p>Work Time A Investigating Working Conditions at Wegmans</p> <p>Work Time B: Discussing Fair Working Conditions</p> <p>Reason: In lesson one, students will look at today’s working conditions and examine how consumers and businesses play a role in working conditions.</p> <p>Notes: Students may research working conditions at Wegemans.</p>

<p>Lesson 2</p> <p>Researching: Asking the Right Questions</p> <p>Lesson Vocabulary effective, ineffective, reliable, generate, relevant, evaluate, synthesize, specific, answerable</p> <p>Materials:</p> <ul style="list-style-type: none"> • Entry Task (one per student) • Two images to display for Entry Task (found in advance by teacher; see Teaching Notes) • Researcher's Roadmap anchor chart (new; teacher-created; see sample in supporting materials; also distribute one per student) • Performance Task prompt (one per student) • Document camera • Model Performance Task: "iCare about the iPhone" (one to display; alternatively, create your own electronic version of this model; see Teaching Notes above) • Research Process cards (one set of seven cards per class; either taped under students' chairs or handed out in the beginning of class) • Sample supporting research question strips (one set per trio of students) 	<p>1. Opening</p> <p>A. Entry Task: Notice and Wonder (10 minutes)</p> <p>2. Work Time</p> <p>A. Introducing the Researcher's Roadmap (15 minutes) B. Sorting Questions (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Selecting a Model Research Question (5 minutes)</p> <p>4. Homework</p> <p>A. Continue reading in your independent reading book for this unit.</p>	<ul style="list-style-type: none"> • I can generate additional questions for further research. (W.7.7) (7.W.RBPK.7) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Researcher's Notebook <p>Protocol(s):</p> <ul style="list-style-type: none"> • Admit and Exit Tickets 	<p>Work Time A Introducing the Researcher's Roadmap</p> <p><u>Work Time B</u></p> <p>Sorting Questions</p> <p>Reason: In lesson two, students will explain how they got to Researcher's Roadmap and and to prepare to produce a brochure.</p> <p>Notes: Distribute a copy of Model Performance Task: "iCare about the iPhone."</p>
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<p>Lesson 3</p> <p>Research: Paraphrasing Relevant Information</p> <p>Lesson Vocabulary plagiarism, paraphrase, succinct, anecdote</p> <p>Materials:</p> <ul style="list-style-type: none"> • Entry task (one per student) Researcher's Roadmap anchor chart (from Lesson 2) • "Ethical Style: How Is My T-Shirt Made?" (Source 1) (one per student) • Ethical Style: How Is My T-Shirt Made?" (Source 1) (for teacher reference) • Researcher's Notebook (from Lesson 1; one per student) • Researcher's Notebook Part II (teacher reference) • Exit ticket (one per student) • Model Performance Task: "iCare about the iPhone" (one to display; alternatively, create your own electronic version of this model; see Teaching Notes above) • Research Process cards (one set of seven cards per class; either taped under students' chairs or handed out in the beginning of class) • Sample supporting research question strips (one set per group of students) 	<p>1. Opening</p> <p>A. Entry Task (5 minutes)</p> <p>2. Work Time</p> <p>A Reading Source 1 (20 minutes) B. Adding to the Researcher's Notebook (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket (5 minutes)</p> <p>4. Homework</p> <p>A. Continue reading in your independent reading book for this unit.</p>	<ul style="list-style-type: none"> • I can generate additional questions for further research. (W.7.7) (7.W.RBPK.7) • I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8) (7.W.RPBK.8) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Researcher's Notebook • Exit ticket <p>Protocol(s):</p> <ul style="list-style-type: none"> • Admit and Exit Tickets 	<p>Work Time A Reading Source 1</p> <p><u>Work Time B</u> Adding to the Researcher's Notebook</p> <p>Reason: In lesson three, students will use sentence stems to help paraphrase main ideas.</p> <p>Notes: Students will add to Researcher's Notebook</p>
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<p>Lesson 4</p> <p>Deepening Your Research</p> <p><u>Lesson Vocabulary</u> credible, neutral, impartial</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Entry task: Distinguishing between Good and Bad Paraphrasing (one per student and one to display) • “An Apparel Factory Defies Sweatshop Label, but Can It Thrive?” (Source 2) (one per student and one to display) • Researcher’s Notebook (begun in Lesson 1) • Researcher’s Roadmap anchor chart (from Lesson 2; one large copy to display and students’ own copies) • Researcher’s Notebook Part II, Source 2 (teacher reference; optional) • "In China, Human Costs Are Built Into an iPad" (For Teacher Reference) 	<p>1. Opening</p> <p>A. Entry Task: Distinguishing between Good and Bad Paraphrasing (5 minutes)</p> <p>2. Work Time</p> <p>A. Modeling Reading (10 minutes) B. Reading Source 2 (25 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Give One, Get One (5 minutes)</p> <p>4. Homework</p> <p>A. Continue reading in your independent reading book for this unit.</p>	<ul style="list-style-type: none"> • I can generate additional questions for further research. (W.7.7) (7.W.RBPK.7) • I can quote or paraphrase others’ work while avoiding plagiarism. (W.7.8) (7.W.RBPK.8) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Entry task • Researcher’s Notebook <p><u>Protocol(s):</u></p> <ul style="list-style-type: none"> • Admit and Exit Tickets • Give One, Get One, Move On 	<p>Work Time A Modeling Reading</p> <p><u>Work Time B</u> Reading Source 2</p> <p>Reason: In lesson four, students will learn about credible sources and you will read so that students will listen to find answers to their supporting research questions.</p> <p>Notes: Students will add to Researcher’s Notebook.</p>
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<p>Lesson 5</p> <p>Mid-Unit 3 Assessment and Independent Reading Check</p> <p><u>Lesson Vocabulary</u> sweatshop (1)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Researcher’s Notebook (from Lesson 2) • Researcher’s Roadmap anchor chart (from Lesson 2; one large copy to display and students’ own copies) • Assessment Text: “Are My Clothes Made in Sweatshops?” (Source 3) (one per student and one to display) • Mid-Unit 3 Assessment: Gathering Relevant Information and Generating Additional Research Questions (one per student) • Mid-Unit 3 Assessment: Gathering Relevant Information and Generating Additional Research Questions (Answers, for Teacher Reference) • Exit ticket (one per student) 	<p>1. Opening</p> <p>A. Entry Task (5 minutes)</p> <p>B. Reviewing Research Progress (5 minutes)</p> <p>2. Work Time</p> <p>A. Mid-Unit 3 Assessment (20 minutes)</p> <p>B. Checking in on Independent Reading (13 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket (2 minutes)</p> <p>4. Homework</p> <p>A. Continue reading in your independent reading book for this unit.</p>	<ul style="list-style-type: none"> • I can generate additional questions for further research. (W.7.7) (7.W.RBPK.7) • I can quote or paraphrase others’ work while avoiding plagiarism. (W.7.8) (7.W.RBPK.8) • I can make connections between narratives and other texts, ideas, events, and situations. (RL.7.11) (7.RL.RRTC.10) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Mid-Unit 3 Assessment • Exit ticket <p><u>Protocol(s):</u></p> <ul style="list-style-type: none"> • Admit and Exit Tickets 	<p>Work Time A</p> <p>Mid-Unit 3 Assessment</p> <p><u>Work Time B</u> Checking in on Independent Reading</p> <p>Reason: In lesson five, students will practice gathering information about their research questions and generating effective research questions.</p> <p>Notes: Distribute Mid-Unit 3 Assessment</p>
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<p>Lesson 6</p> <p>Individual Research</p> <p><u>Lesson Vocabulary</u> synthesis</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Researcher's Notebook (students' own, from Lesson 1) • Researcher's Roadmap Anchor Chart (from Lesson 2; one large copy to display and students' own copies) • Suggested Texts chart (one to display) • Document camera • Copies of the suggested texts (at least one per student; see Teaching Note above) • Model research synthesis (one per student and one to display) • Colored pencils (three colors per student) • Annotated model research synthesis (for teacher reference) • Suggested texts for this lesson (for teacher reference) 	<p>1. Opening</p> <p>A. A. Entry Task: Return Mid-Unit 3 Assessment (5 minutes)</p> <p>2. Work Time</p> <p>A. Reading a Group Text (25 minutes)</p> <p>B. Synthesizing Your Findings—Teacher Modeling (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Marking Your Text (5 minutes)</p> <p>4. Homework</p> <p>A. If needed, finish color-coding in the Researcher's Notebook in preparation for writing the End of Unit 3 Assessment.</p> <p>A. Continue reading in your independent reading book for this unit.</p>	<ul style="list-style-type: none"> • I can generate additional questions for further research. (W.7.7) (7.RBPK.7) • I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8) (7.RBPK.8) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Researcher's Notebook <p><u>Protocol(s):</u></p> <ul style="list-style-type: none"> • Admit and Exit Tickets 	<p><u>Work Time A</u> Reading a Group Text</p> <p><u>Work Time B</u> Synthesizing Your Findings</p> <p>Reason: In lesson six, students will differentiate reading a text for research from reading a novel.</p> <p>Notes: Add to Researcher's Notebook Add to Researcher's Anchor Chart</p>
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<p>Lesson 7</p> <p>End of Unit 3 Assessment: Writing a Research Synthesis</p> <p><u>Lesson Vocabulary</u> synthesize</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Researcher’s Notebook (from Lesson 1; one per student) • Researcher’s Roadmap anchor chart (from Lesson 2; one large copy to display and students’ own copies) • End of Unit 3 Assessment prompt (one per student and one for display) • Model Performance Task: “iCare about the iPhone” (from Lesson 2; one to display; see Teaching Notes above) • Module 2A Performance Task rubric (one per student and one to display; see Teaching Note) • Module 2A Performance Task rubric (sample responses, for teacher reference) • Document camera • Sticky notes (about 4 per student) • Module 2A Performance Task rubric (for Teacher Reference) 	<p>1. Opening</p> <p>A. Entry Task: Planning the End of Unit Assessment (5 minutes)</p> <p>B. Review the Learning Target (2 minutes)</p> <p>2. Work Time</p> <p>A. End of Unit 3 Assessment (25 minutes)</p> <p>B. Creating the Rubric (8 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Finishing the Class Rubric (5 minutes)</p> <p>4. Homework</p> <p>A. Continue reading in your independent reading book for this unit.</p>	<ul style="list-style-type: none"> • I can conduct short research projects to answer a question. (W.7.7) (7.W.RBPK.7) • I can use several sources in my research. (W.7.7) (7.W.RBPK.7) • I can quote or paraphrase others’ work while avoiding plagiarism. (W.7.8) (7.W.RBPK.8) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • End of Unit 3 Assessment <p><u>Protocol(s):</u></p> <ul style="list-style-type: none"> • Admit and Exit Tickets 	<p><u>Work Time A</u> End of Unit 3 Assessment (25 minutes)</p> <p><u>Work Time B</u></p> <p>Creating the Rubric</p> <p>Reason: In lesson seven, students assess them on how they gathered evidence in their research.</p> <p>Notes: Distribute End of Unit 3 Assessment</p>
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<p>Lesson 8</p> <p>Performance Task: Planning the Final Brochure</p> <p>Lesson Vocabulary graphic design</p> <p>Materials:</p> <ul style="list-style-type: none"> • Model Performance Task: “iCare about the iPhone” (from Lesson 2: one to display) • Researcher’s Notebook (from Lesson 1; one per student) • Brochure Planning Guide (one per pair) • Directions for using technology (new; teacher-created; optional; see Teaching Note above) 	<p>1. Opening</p> <p>A. Creating a Plan of Action (10 minutes)</p> <p>2. Work Time</p> <p>A. Brochure Planning Guide (15 minutes)</p> <p>B. Creating Final Brochure (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Turn and Talk (5 minutes)</p> <p>4. Homework</p> <p>A. Continue reading in your independent reading book. Remember that in Lesson 10, we will be writing book reviews. Most of you need to be finished with your book by then; a few who selected longer books have set a different goal with me. Please make sure that you have met your reading goal and bring your book to class that day.</p>	<ul style="list-style-type: none"> • I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2) (7.W.TTP.2) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4) (7.W.PDW.4) • I can use technology to produce and publish a piece of writing with links to cited sources. (W.7.6) (7.W.PDW.6) • I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1) (7.SL.CC.1) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Researcher’s Notebook • Brochure Planning Guide <p>Protocol(s):</p> <ul style="list-style-type: none"> • Turn and Talk 	<p>Work Time A Brochure Planning Guide</p> <p><u>Work Time B</u> Creating Final Brochure</p> <p>Reason: In lesson eight, students will create a brochure that will make consumers aware of working conditions of workers.</p> <p>Notes: Add to Researcher’s Notebook</p>
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<p>Lesson 9</p> <p>Performance Task: Publishing the Final Brochure</p> <p>Lesson Vocabulary graphic design</p> <p>Materials:</p> <ul style="list-style-type: none"> • Model Performance Task: “iCare about the iPhone” (from Lesson 2; one to display) • Entry Task (one per student; teacher-created; see Teaching Note above) • Brochure Planning Guide (from Lesson 8; one per pair) • Directions for using technology (from Lesson 8; optional; teacher-created) 	<p>1. Opening</p> <p>A. Mini Lesson: What Makes a Layout Effective? (10 minutes)</p> <p>2. Work Time</p> <p>A. Completing Final Draft of Brochure (30 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Turn and Talk (5 minutes)</p> <p>4. Homework</p> <p>A. Continue reading in your independent reading book for this unit. Remember that in Lesson 10, we will be writing book reviews. Most of you need to be finished with your book by then; a few of you who selected longer books have set a different goal with me. Please make sure that you have met your reading goal and bring your book to class that day.</p>	<ul style="list-style-type: none"> • I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2) (7.W.TTP.2) • I can use technology to produce and publish a piece of writing with links to cited sources. (W.7.6) (7.W.PDW.6) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4) (7.W.PDW.4) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Final version of performance task <p>Protocol(s)</p> <ul style="list-style-type: none"> • Admit and Exit Tickets • Turn and Talk 	<p>Work Time A Completing Final Draft of Brochure</p> <p>Reason: In lesson nine, students will work on completing brochures while you debrief them about their work.</p> <p>Notes: Students can work in pairs.</p>
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<p>Lesson 10</p> <p>Module Reflection and Writing Book Reviews</p> <p><u>Lesson Vocabulary</u> book review</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Sticky notes (one per student) • Student essays and rubrics on <i>Lyddie</i> (from Unit 1) • Writing Improvement Trackers (from Unit 1, Lesson 16; one per student) • Working Conditions Reflection (one per student) • Working Conditions Anchor Chart (begun in Unit 1, Lesson 1) • Model book review (one per student and one to display; teacher-created; see Teaching Note above) • Reader’s Review worksheet (one per student; from separate stand-alone document on EngageNY.org: Launching Independent Reading in Grades 6-8: Sample Plan) 	<p>1. Opening</p> <p>A. Celebrating Final Performance Task (5 minutes)</p> <p>2. Work Time</p> <p>A. Reflecting on Module (10 minutes)</p> <p>B. Writing a Book Review (25 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Goal Setting for Independent Reading (5 minutes)</p> <p>4. Homework</p> <p>A. Finish your book review.</p> <p>B. Continue reading in your independent reading book for this unit.</p>	<ul style="list-style-type: none"> • I can use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces. (RL.7.11) (7.RL.TTC.10) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Working Conditions Reflection • Book review <p><u>Protocol(s):</u></p> <ul style="list-style-type: none"> • Admit and Exit Tickets 	<p>Work Time A Writing a Book Review</p> <p><u>Work Time B</u></p> <p>A. Reflecting on Module Reflecting on Module</p> <p>Reason: In lesson ten, students will write about what they have learned and what they will take away from this module.</p> <p>Notes: Students will add to Working Conditions Anchor Chart.</p>
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