

STAGE ONE: Identify Desired Results			
E s t a b l i s h e d G o a l s / S t a n d a r d s	Grade 7 <u>RI.7.3, L.7.1b,</u> <u>L.7.6, W.7.10,</u> <u>SL.7.1a, SL.7.2,</u> <u>SL.7.6, RI.7.5</u> <u>L.7.4a, L.7.4c,</u> <u>L.7.4d, SL.7.1c,</u> <u>RI.7.2, RI.7.5,</u> <u>W.7.10, W.7.2b,</u> <u>W.7.2c, W.7.2f,</u> <u>W.7.4, W.7.5</u> <u>W.7.2aW.7.2e,</u> <u>W.7.2f, W.7.4,</u> <u>W.7.5, W.7.6,</u> <u>L.7.2b</u> <u>RI.7.2, L.7.4a,</u> <u>L.7.4c, L.7.4d,</u> <u>L.7.6, W.7.10</u> <u>RI.7.1</u>	Long-Term Transfer Goal	
		<i>At the end of this unit of study, students will use what they have learned to independently read analytically (at the literal and inferential levels); determine validity, relevance and sufficiency of evidence; and construct and determine arguments in a range of increasingly complex texts.</i>	
		Meaning	
		Enduring Understandings Students will understand that... <ul style="list-style-type: none">• children around the world are forced to do hard labor to earn a living.	Essential Questions Students will consider such questions as... <ul style="list-style-type: none">• How is my life similar and different to others my age around the world?• What are the basic rights that every child should be entitled to?• What type of work do children do?• What are the problems with child labor?• Why do children work?• What are the working conditions for children around the world like?
		Acquisition	
	Grade- 8 <u>RI.8.2, RI.8.3,</u> <u>L.8.6, W.8.10,</u> <u>SL.8.1a, SL.8.6</u> <u>RI.8.5, L.8.4a,</u> <u>L.8.4c, L.8.4d,</u> <u>SL.8.1c,</u> <u>W.8.2b, W.8.2c,</u> <u>W.8.2f, W.8.4,</u> <u>W.8.5</u> <u>W.8.2a,</u> <u>W.8.2a, W.8.2d,</u> <u>W.8.2e, W.8.2f,</u> <u>W.8.4, W.8.5,</u> <u>SL.8.6</u> <u>L.8.2a, W.8.5</u> <u>RI.8.1, RI.8.2,</u> <u>RI.8.3, L.8.2a,</u> <u>L.8.2c, L.8.4a,</u> <u>L.8.4d, L.8.6,</u> <u>W.8.10, W.8.2a,</u>	What knowledge will students learn? <ul style="list-style-type: none">• Vocabulary Target Words<ul style="list-style-type: none">○ Labor○ International○ Produce○ Benefit○ Economy○ Require○ Border○ Resources○ Deprive○ Reform• Child Labor• Multiple Meaning Words• Grammar<ul style="list-style-type: none">○ Present and past tense○ Commas in a list	What skills will students learn? <ul style="list-style-type: none">• Summarize• Text Evidence• Analyze• Synthesize• Target Words• Using a Dictionary• Multiple-Meaning Words• Informational Summary• Verb Tense• Commas in sentences

Subject: Read180
Childhoods

Grade: 7-8

Workshop 4: Stolen

	<u>W.8.2b, W.8.2c,</u> <u>W.8.2d, W.8.2e,</u> <u>W.8.2f</u>		
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STAGE TWO: Determine Acceptable Evidence	
	Assessment Evidence
Criteria to assess understanding: <i>(This is used to build the scoring tool.)</i> <i>States the purpose of the site</i> <i>Provides key information about the site's message</i> <i>Makes it clear how to contact the organization</i> <i>SAM "Proposal Rubric"</i>	<p>Performance Task focused on Transfer: Create a homepage for an organization focused on eliminating child labor. Develop a list of the five rights of young people</p> <ul style="list-style-type: none"> • Wrap Up Project (p112+115) <p>Other Assessment Evidence: Summarize React & Write Graphic Organizers</p>

STAGE THREE: Plan Learning Experiences		
(Transfer, Meaning Making, Acquisition)	Learning Events:	Evidence of learning: <i>(formative assessment)</i>
Acquisition	<p>Prereading / Building Background Knowledge (Anchor Video) p. 90. Preview text to activate prior knowledge and make predictions</p> <ul style="list-style-type: none"> • Active viewing, listening, & responding to questions about video to build knowledge of child labor, including why children must work. • Respond using question prompts. • Use new academic vocab (target words) and generate examples to reinforce meaning. 	Target Word Activity
Acquisition	<p>Reading 1: Life in the Dumps p.92 (News Article)</p> <ul style="list-style-type: none"> • Read news article three times to develop fluency and summarize an aspect of the text [review skill] • Identify and organize the topic and details used to summarize a news article. • Respond to a news article in writing 	Summarize React and Write

	<ul style="list-style-type: none"> • Discuss a text using complex sentences and formal English • Use new academic vocabulary in complete sentences and practice previously taught words • Articulate an oral summary using present tense reporting and citation verbs 	
Acquisition	<p>Reading 2: Working in the Fields p.94 (Magazine Article)</p> <ul style="list-style-type: none"> • Read a magazine article three times to develop fluency • Summarize the topic and important details of a magazine article • Synthesize information from a magazine article • Use new academic vocabulary in complete sentences and practice previously taught words • Discuss a text using complex sentences and formal English • Articulate a summary using summary language 	<p>React & Write Summarize Synthesize Summarize GO</p>
Acquisition	<p>Reading 3: Child Labor Around the World p.98 (Social Studies Text)</p> <ul style="list-style-type: none"> • Read a social studies text three times to develop fluency • Summarize a social studies text • Review sequence of events • Analyze information from a social studies text using academic language and complete sentences • Use new academic vocabulary in complete sentences and practice previously taught words • State a point of view and support in in writing 	<p>React & Write Summarize Sequence Analyze</p>
Acquisition	Stretch Activities	
Acquisition	<p>Vocabulary: Word Challenge p.102</p> <ul style="list-style-type: none"> • Use guide words to find words and word meaning in a dictionary • Determine intended meaning of multiple meaning words • Participate in a group discussion to explain and elaborate on responses to academic vocabulary tasks • Review and use academic vocabulary in speaking and writing • Express word meaning using knowledge of multiple meaning words 	<p>Word Challenge p102/103</p>

Meaning Making	<p>Writing: Informational Summary</p> <ul style="list-style-type: none"> • Locate and mark the introductory statement the key topics and details, and the conclusion of an informational summary • Identify the title, author, and text type to be summarized • Identify and articulate the focus statement in an introduction • Identify and articulate transition words and phrases that connect details • Identify and articulate citation in a text 	<p>Analyzing the text type graphic organizer pg 105</p> <p>Write your own draft graphic organizer p108</p> <p>Revise your summary p109</p>
Meaning Making	<p>Extension: Use a Website</p> <ul style="list-style-type: none"> • Evaluate information from a website • Read a schedule and profile to learn about the career of a human rights advocate • Participate in a discussion using complex sentences and formal English • Use academic language to state and justify an opinion 	<p>Students responses to in-book prompts and whole group conversation.</p>
Transfer	<p>Informative Assessment: Wrap Up Project</p> <ul style="list-style-type: none"> • Analyze and discuss the features of a model proposal to determine its effectiveness • Collaborate to create a bill of rights for young people • Write an effective homepage plan that expresses five basic rights for young people • Articulate and write notes about examples of unfair behavior in Workshop readings • Present a proposal using appropriate speaking rate, public voice, and verbal expression. • Provide feedback and suggestions for improvement using frames 	<p>Students complete Website template</p>
Transfer	<p>Wrap Up Test: Comprehension and Vocabulary</p> <ul style="list-style-type: none"> • Practice test taking strategies • Demonstrate understanding of Workshop Skills • Practice on-demand writing responding to an open-ended, short answer prompt • Demonstrate understanding of academic vocabulary from the Workshop • Review how to use a dictionary and identify multiple-meaning words to determine word meanings. 	<p>Completed assessment</p>

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