



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 2A: Unit 3: Lesson 5**

## **Mid-Unit 3 Assessment and Independent Reading Check**



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Mid-Unit 3 Assessment and Independent Reading Check

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can generate additional questions for further research. (W.7.7) I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8) I can make connections between narratives and other texts, ideas, events, and situations. (RL.7.11)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>I can read a source, identify and paraphrase information that helps answer my focus research question, and generate effective supporting research questions.</li><li>I can self-select a text based on personal preferences and read it independently.</li></ul>	<ul style="list-style-type: none"><li>Mid-Unit 3 Assessment</li><li>Exit ticket</li></ul>



Mid-Unit 3 Assessment and Independent Reading Check

Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Entry Task (5 minutes)</p> <p>B. Reviewing Research Progress (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Mid-Unit 3 Assessment (20 minutes)</p> <p>B. Checking in on Independent Reading (13 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. A.Exit Ticket (2 minutes)</p> <p><b>4. Homework</b></p> <p>A. Continue reading in your independent reading book for this unit.</p>	<ul style="list-style-type: none"> <li>• In this lesson, students will be doing one of their routine independent reading check-ins. Use whichever structure you have established with your class to do this. For ideas, see stand-alone document on EngageNY.org: Launching Independent Reading in Grades 6–8: Sample Plan. The routine you have or will establish should: support students in checking to see if they met their previous goal and set a new goal, allow students to talk about their books with a peer, and give you a chance to confer with some students about their reading. By bringing their independent reading into class, this routine both motivates students and holds them accountable.</li> <li>• Consider collecting Researcher’s Notebooks and giving feedback the next day on the notes students have taken. This is not part of the formal assessment, but it will be formally assessed soon, and this is a good opportunity to provide feedback.</li> <li>• In advance: Make sure you have decided on a routine for checking in about independent reading.</li> </ul>

Lesson Vocabulary	Materials
<p>sweatshop (1)</p>	<ul style="list-style-type: none"> <li>• Researcher’s Notebook (from Lesson 2)</li> <li>• Researcher’s Roadmap anchor chart (from Lesson 2; one large copy to display and students’ own copies)</li> <li>• Assessment Text: “Are My Clothes Made in Sweatshops?” (Source 3) (one per student and one to display)</li> <li>• Mid-Unit 3 Assessment: Gathering Relevant Information and Generating Additional Research Questions (one per student)</li> <li>• Mid-Unit 3 Assessment: Gathering Relevant Information and Generating Additional Research Questions (Answers, for Teacher Reference)</li> <li>• Exit ticket (one per student)</li> </ul>



Deepening Your Research

Opening	Meeting Students' Needs
<p><b>A. Entry Task (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students: “Take out your <b>Researcher’s Notebook</b> and look at the questions you wrote down as you read Source 2 yesterday. Put a star next to at least two questions you think meet the criteria on the Researcher’s Roadmap for effective questions.”</li> <li>• Call on several students to share out, prompting them to name why their questions are effective. Consider adding these questions to the version of the Researcher’s Notebook you are using to model, so that all students can access them.</li> <li>• Ask several students to share questions they decided were not effective questions, and prompt them to explain why.</li> </ul>	<ul style="list-style-type: none"> <li>• Looking at both good and bad examples is a powerful way to help students understand a concept.</li> </ul>
<p><b>B. Reviewing Research Progress (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students’ attention to the <b>Researcher’s Roadmap anchor chart</b>—in particular, Step 5: Evaluating Research. Using the notes you modeled with in Lesson 4, show students briefly how you might do the first part of Step 5: “Which of my research questions have I answered, either partially or completely?” Point out that a researcher rarely completely answers a supporting research question with one source, but that it’s worth noting which questions you found no information about. Direct students to put a check next to supporting research questions that they found some information about.</li> <li>• Next, point out that they answered the next question in Step 5— “What additional questions did I generate?”—for the entry task, when they identified additional supporting research questions. Remind students that as they read their next source, they will need to look for information that relates to any of these questions.</li> <li>• In this case, because students aren’t doing the “finding sources” stage, the third question in Step 5—“Which source might I use next?”—is less relevant. Remind students that you have chosen the source for them.</li> </ul>	



Deepening Your Research

Work Time	Meeting Students' Needs
<p><b>A. Mid-Unit 3 Assessment (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that they have had some practice now with gathering information about their research questions and with generating effective research questions. On the Mid-Unit 3 Assessment today, they will have the opportunity to demonstrate their capabilities.</li> <li>• Distribute the <b>Assessment Text “Are Your Clothes Made in Sweatshops?”</b> (Source 3) and the <b>Mid-Unit 3 Assessment: Gathering Relevant Information</b>. Direct students to read the text once, and then answer any questions about unfamiliar vocabulary. In particular, confirm that students have figured out what <i>sweatshop</i> means.</li> <li>• Students should complete the Mid-Unit 3 Assessment individually. When they are done, they should add the information they found to their Researcher’s Notebook, focusing on evidence that addresses their guiding research questions or the additional questions they starred in the entry task. They should also add any additional questions this article raised.</li> </ul>	<ul style="list-style-type: none"> <li>• If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction during this study as well as the goals of the assessment.</li> <li>• For students who struggle, consider checking on their answer to Question 1 before they continue. Mark their answer correct or incorrect, then let them know which supporting research question they should use to guide the rest of their assessment.</li> </ul>
<p><b>B. Checking in on Independent Reading (13 minutes)</b></p> <ul style="list-style-type: none"> <li>• Use this time for an independent reading check-in, using whichever routine you have established with your class. For ideas, see the stand-alone document on EngageNY.org: Launching Independent Reading in Grades 6–8: Sample Plan. Remember that in this time:             <ul style="list-style-type: none"> <li>* Students need time to talk with a peer about their book.</li> <li>* You need a chance to confer with students about their reading (you will confer with a few each time, working your way through a class over several weeks).</li> <li>* Students need to check in and see if they met their last goal and set a new goal.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Consider inviting coordinating service providers to your class to check in with students who need more reading support. This is an opportunity to ensure that students comprehend their independent reading and monitor their progress.</li> </ul>



Deepening Your Research

Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>exit ticket</b> for students to complete.</li><li>• Collect students' exit tickets.</li></ul>	<ul style="list-style-type: none"><li>• . In the next independent reading check-in, prioritize talking with students who did not meet their goals.</li></ul>
Homework	Meeting Students' Needs
<p><b>A. Continue reading in your independent reading book for this unit.</b></p> <p><i>Teaching Note: Assess students' Mid-Unit 3 Assessments. There is time to hand these back to students at the beginning of Lesson 6.</i></p>	



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# Grade 7: Module 2A: Unit 3: Lesson 5

## Supporting Materials



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**Assessment Text:** Are Your Clothes Made in Sweatshops? (Source 3)

If you're wearing anything from Nike, adidas, Puma, Fila, or even some of our well-loved Australian brands like Bonds or Just Jeans, then it's highly likely your clothes were made in places that most people would describe as sweatshops.

What is a sweatshop?

A sweatshop is a manufacturing facility where workers endure poor working conditions, long hours, low wages, and other violations of labor rights. Unfortunately, places known as sweatshops are particularly common in developing countries where labor laws are often not enforced. Other issues of concern are workers being exposed to toxic substances or using dangerous machinery without adequate protection.

Are sportswear and garment factories really sweatshops?

If confronted, many of the major supply factories would probably deny that they're sweatshops, as all are supposed to adhere to the codes of conduct of their clients. The problem is that in developing countries this is difficult to monitor, so the codes are generally not enforced.

And the sad fact is that many workers in the global sportswear industry are living in poverty even though they have paid jobs.

The workers producing for companies like Nike, adidas, Puma, Asics, FILA, Mizuno, New Balance, and Umbro, who are mostly young women (aged 17–24), often endure low wages and long hours in dangerous and hostile conditions.

Many of these workers do not like describing their workplaces as “sweatshops,” because they think it makes them sound like victims. But these workers know their wages and conditions are unacceptably low, and many of them organize protests to demand better wages and conditions, even though doing so can put their jobs at risk.

“Are Your Clothes Made in Sweatshops?” *Oxfam Australia*. N.p., n.d. Web. 29 May 2013.

**Assessment Text:** Are Your Clothes Made  
in Sweatshops? (Source 3)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Read the article “Are Your Clothes Made in Sweatshops?” As you read, mark information that might help you answer some of your supporting research questions. Also consider what other supporting research questions this article raises.

After you have read and marked the text, answer the following questions.

1. Of the supporting research questions listed below, which does this article help answer?
  - a. What is the range of working conditions in a garment factory?
  - b. What are some corporations doing to try to improve the working conditions in garment factories?
  - c. Are there any examples of consumers doing anything to change the working conditions in garment factories?
  - d. Who gives consumers like me information about working conditions?
2. Choose one piece of evidence from the list below that would help answer the supporting research question you identified in Question 1. Put a star next to it. (Note: There are several possibilities; just choose one.)
  - a. A sweatshop is a manufacturing facility where workers endure poor working conditions, long hours, low wages, and other violations of labor rights.
  - b. [S]weatshops are particularly common in developing countries where labor laws are often not enforced.
  - c. Other issues of concern are workers being exposed to toxic substances or using dangerous machinery without adequate protection.
  - d. [M]any of the major supply factories [for garments and sportswear] would probably deny that they're sweatshops, as all are supposed to adhere to the codes of conduct of their clients.
  - e. The workers ... are mostly young women (aged 17–24), often endure low wages and long hours in dangerous and hostile conditions.
  - f. ... many of [the workers] organize protests ...



3. In the space below, paraphrase the piece of evidence you starred in Question 2.

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**Mid –Unit 3 Assessment:** Gathering Relevant Information  
and Generating Additional Research Questions

4. Explain how this piece of evidence helps you address the supporting research question you identified in Question 1.

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5. Which of the following questions would be effective supporting research questions that you might ask after reading this article?

- a. Why do people in Australia like Bond jeans?
- b. Have any workers in garment factories successfully formed a union and won higher pay and better working conditions?
- c. What kind of gloves should garment workers wear when handling dangerous chemicals?
- d. Are working conditions in sweatshops good or bad?

6. List two more effective supporting research questions you now have after reading this article.

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**Mid –Unit 3 Assessment:** Gathering Relevant Information and Generating Additional Research Questions (Answers, for Teacher Reference)

Read the article “Are Your Clothes Made in Sweatshops?” As you read, mark information that might help you answer some of your supporting research questions. Also consider what other supporting research questions this article raises.

After you have read and marked the text, answer the following questions.

1. Of the supporting research questions listed below, which does this article help answer?
  - a. **What is the range of working conditions in a garment factory?**
  - b. What are some corporations doing to try to improve the working conditions in garment factories?
  - c. Are there any examples of consumers doing anything to change the working conditions in garment factories?
  - d. Who gives consumers like me information about working conditions?

*Teaching Note: If students do not select the correct answer for Question 1, their subsequent answers may be different from this teacher key. As long as students’ subsequent answers are logical, given their answer to Question 1, they can still be marked as correct.*



2. Choose one piece of evidence from the list below that would help answer the supporting research question you identified in Question 1. Put a star next to it. (Note: There are several possibilities; just choose one.)
- a. **A sweatshop is a manufacturing facility where workers endure poor working conditions, long hours, low wages, and other violations of labor rights.**
  - b. [S]weatshops are particularly common in developing countries where labor laws are often not enforced.
  - c. **Other issues of concern are workers being exposed to toxic substances or using dangerous machinery without adequate protection.**
  - d. [M]any of the major supply factories [for garments and sportswear] would probably deny that they're sweatshops, as all are supposed to adhere to the codes of conduct of their clients.
  - e. **The workers ... are mostly young women (aged 17–24), often endure low wages and long hours in dangerous and hostile conditions.**
  - f. ... many of [the workers] organize protests ...
3. In the space below, paraphrase the piece of evidence you starred in Question 2.

*In sweatshops, most workers are girls ages 17–24. The workplace is not safe, they work long hours, and they don't get paid much.*



**Mid –Unit 3 Assessment:** Gathering Relevant Information and Generating Additional Research Questions (Answers, for Teacher Reference)

5. Explain how this piece of evidence helps you address the supporting research question you identified in Question 1.

*This evidence helps answer the question “What is the range of working conditions in a garment factory?” by showing what working conditions are like in sweatshops. This shows some of the really bad working conditions, like low pay and dangerous conditions, that you can find in the garment industry.*

6. Which of the following questions would be effective supporting research questions that you might ask after reading this article?

- a. Why do people in Australia like Bond jeans?
- b. Have any workers in garment factories successfully formed a union and won higher pay and better working conditions?**
- c. What kind of gloves should garment workers wear when handling dangerous chemicals?
- d. Are working conditions in sweatshops good or bad?

7. List two more effective supporting research questions you now have after reading this article.

*What are labor laws like in developing countries?*

*What other kinds of clothing are made in sweatshops?*



Exit Ticket

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Did you meet your independent reading goal for today's check-in?

\_\_\_\_\_

If yes, what helped you do that?

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If no, what got in your way? How can I help you?

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