

Seventh Grade	Quarter 1: EL Curriculum Map	Module 1
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 1: 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/EkWIuDXW6iRMoaI57BII2kwBMWXCP6FLdWQ5U6exvuGQ7g?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 EL 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>

Note: You will notice throughout this curriculum map that opportunities for students to engage in social emotional learning are **in bold print** under the protocol heading. This could be discussion related to the mindsets and skills as listed above or opportunities for students to interactively engage in their learning communities.

Module Overview: Reading Closely and Writing to Learn—Journeys and Survival

In this eight-week module, students explore the experiences of people of Southern Sudan during and after the Second Sudanese Civil War. They build proficiency in using textual evidence to support ideas in their writing, both in shorter responses and in an extended essay. In Unit 1, students begin the novel *A Long Walk to Water* (720L) by Linda Sue Park. Students will read closely to practice citing evidence and drawing inferences from this compelling text as they begin to analyze and contrast the points of view of the two central characters, Salva and Nya. They also will read informational text to gather evidence on the perspectives of the Dinka and Nuer tribes of Southern Sudan. In Unit 2, students will read the remainder of the novel, focusing on the commonalities between Salva and Nya in relation to the novel's theme: how individuals survive in challenging environments. (The main characters' journeys are fraught with challenges imposed by the environment, including the lack of safe drinking water, threats posed by animals, and the constant scarcity of food. They are also challenged by political and social environments.) As in Unit 1, students will read this literature closely alongside complex informational texts (focusing on background on Sudan and factual accounts of the experiences of refugees from the Second Sudanese Civil War). Unit 2 culminates with a literary analysis essay about the theme of survival. Unit 3 brings students back to a deep exploration of character and point of view: Students will combine their research about Sudan with specific quotes from *A Long Walk to Water* as they craft a two-voice poem, comparing and contrasting the points of view of the two main characters, Salva and Nya. The two-voice poem gives students an opportunity to use both their analysis of the characters and theme in the novel and their research about the experiences of the people of Southern Sudan during the Second Sudanese Civil War.

This task addresses ELA CCSS RL.7.6, W.7.3, W.7.4, W.7.5, W.7.8, W.7.9, L.7.1, and L.7.2.

Guiding Questions and Big Ideas

- How do individuals survive in challenging environments?
- How do culture, time, and place influence the development of identity?
- How does reading from different texts about the same topic build our understanding?
- What are the ways that an author can juxtapose two characters?
- *Individual survival in challenging environments requires both physical and emotional resources.*
- *Using informational writing about a historical time, place, or people enriches our understanding of a fictional portrayal of the same time period or events.*

Performance Task



Research-Based Two-Voice Poem

This performance task gives students a chance to demonstrate their understanding of the characters and issues of survival presented in *A Long Walk to Water* by Linda Sue Park. Students will be crafting and presenting a two-voice poem incorporating the views and experiences of the two main characters, Nya and Salva, as well as factual information about Southern Sudan and the environmental and political challenges facing the people of Sudan during and after the Second Sudanese Civil War. Students will have read the novel and various informational texts to gather a rich collection of textual details from which they can select to incorporate into their poems.

This task addresses ELA CCSS RL.7.6, W.7.3.a, W.7.3.d, W.7.4, W.7.5, W.7.8, W.7.9, L.7.1, and L.7.2.

Seventh Grade Module 1: Building Background Knowledge **Perspectives in Southern Sudan**

Unit 1 Overview

In this first unit, students will explore the question “How do culture, time, and place influence the development of identity?” Through a study of the development of character in the novel *A Long Walk to Water*, students will immerse themselves in the experiences of the people of Southern Sudan during the Second Sudanese Civil War. In this unit, students will read the first five chapters of the novel, discovering the differing perspectives of the novel’s two main characters and considering the different experiences of the Dinka and Nuer tribes of Southern Sudan. Students will then explore informational texts that describe the cultures of the Dinka and the Nuer. Students will identify textual evidence that supports the differing perspectives of the novel’s characters and the Sudanese people, and do routine writing tasks to analyze and explain that evidence. (This will lay the foundation for a rich performance task in Unit 3 in which students synthesize their understanding of character point of view in a two-voice poem.) Throughout this unit, students build their ability to read closely and to analyze textual evidence in writing. This unit also introduces important discussion protocols that help students collaborate effectively during discussions. For the Mid-Unit and End-of-Unit Assessments in Unit 1, students will demonstrate their abilities to gather textual evidence that highlights the different perspectives from their readings.

Mid-Unit 1 Assessment: Identifying Perspective and Using Evidence from *A Long Walk to Water*

This assessment centers on ELA CCSS RL.7.1 and RL.7.6. Students will complete a graphic organizer in which they gather and make inferences from textual

evidence about the differences in perspective of Nya and Salva in *A Long Walk to Water*. Students will also respond to an Evidence-Based Selected Response item to further demonstrate their progress with analyzing text. This is a reading assessment: The purpose is for students to demonstrate their ability to cite textual evidence that articulates a character's perspective in a text, specifically in regard to how the plot unfolds and how a character responds to change. This assessment is not meant to formally assess students' writing. Most students will write their responses in the graphic organizer, in which case it may also be appropriate to assess students on W.7.9. However, if necessary, students may dictate their answers to an adult.

End-of-Unit 1 Assessment: Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes

This assessment centers on ELA CCSS RI.7.1, W.7.4, and W.7.9. Students will complete a graphic organizer in which they gather and make inferences from textual evidence from informational text about the differences in perspective of the Dinka and the Nuer in Sudan. This is a reading assessment: The purpose is for students to demonstrate their ability to cite textual evidence that articulates perspective in an informational text, specifically in regard to how history and culture affect social identity. Students will then respond to a short constructed-response question, "What is one important way that place shapes the identity of the Dinka and/or Nuer tribes?" This is also a writing assessment: The purpose is for students to demonstrate their growing ability to use textual evidence to support analysis.

Required Unit Trade Book(s): *A Long Walk to Water*

Suggested Pacing: This unit is approximately 3 weeks or 14 sessions of instruction.

Unit 1 Lessons	Agenda	Daily Learning	Prioritized Task
<p>Lesson 1 Launching the Text: Reading the Map and Beginning Chapter 1</p> <p>Lesson Vocabulary Scenario, determine, representation, central ideas literary text, plains, route (front map on title pages) cradle (v.)</p> <p>Materials:</p> <ul style="list-style-type: none"> • Discussion Scenarios (numbers 1 and 2 for each pair of students) • Fist-to-Five chart (Teacher Reference) • <i>A Long Walk to Water</i> (book; one per student) • Document camera • I Notice/I Wonder Note-Catcher (one per student and one to display) • Reader's Notes (one per student and one to display) • Examples of Nonlinguistic Representations of Learning Target Vocabulary (Teacher Reference) • Examples of sentence starters for Think-Pair-Share (Teacher Reference) • Partner Talk Expectations Anchor Chart (new; teacher-created; see Closing and Assessment A) 	<p>1. Opening</p> <p>A. Engaging the Reader, Part I: Scenarios (10 minutes)</p> <p>B. Introducing Learning Targets (10 minutes)</p> <p>2. Work Time</p> <p>A. Engaging the Reader, Part II: Reading the Map (10 minutes)</p> <p>B. Reading First Section of Chapter 1: Getting the Gist in Reader's Notes (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief: Revisiting Learning Targets and Creating Partner Discussion Criteria (5 minutes)</p> <p>4. Homework</p> <p>A. There is no homework for this lesson.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can determine the central ideas of a literary text. (RL.7.2) (7.RL.KID.2) • 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"> • I Notice/ I Wonder Note-Catcher • Reader's Notes <p>Protocol:</p> <ul style="list-style-type: none"> • Think-Pair-Share • Cold call 	<p>Work Time B <u>Work Time A</u></p> <p>Reason: Lesson one is designed to engage students' curiosity about the topic. The Reader's Notes will serve as the note-catcher for students' record of the story.</p> <p><i>Notes: Students will be asked to identify perspectives and use evidence from A Long Walk to Water on the Mid-Unit Assessment, thus the benefit of reading and beginning the process of recording Reader's Notes with the Note-Catcher in the first section of Chapter 1.</i></p>

<p><u>Lesson 2</u> Establishing Structures for Reading: Getting the Gist (Chapter 1)</p> <p><u>Lesson Vocabulary</u> analyze, develop, contrast, points of view, characters, determine, central ideas, text features; droned (2), herding (3), aimless (4), bush, rebels (6)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Document camera and projector • <i>A Long Walk to Water</i> (book; one per student) • Sticky notes (or a notebook) • Example of Partially Completed Close Read Recording Form for Reading <i>A Long Walk to Water</i> (for teacher reference) • Example of Close Reading Routine Chart with Nonlinguistic Representations (for teacher reference) • Examples of Non-Linguistic Representations of Learning Target Vocabulary in This Lesson (for teacher reference) • Examples of Sentence Starters for Think-Pair-Share (for teacher reference) • Close Readers Do These Things anchor chart (new; teacher-created) • Exit ticket (one per student) 	<p>1. Opening</p> <ul style="list-style-type: none"> A. Introducing Learning Targets (5 minutes) B. Getting Started: Preparing for ‘Difficult’ Reading of <i>A Long Walk to Water</i> (5 minutes) <p>2. Work Time</p> <ul style="list-style-type: none"> A. Reading for the Gist: Chapter 1 of <i>A Long Walk to Water</i> (20 minutes) <p>3. Closing and Assessment</p> <ul style="list-style-type: none"> A. Revisit Learning Targets with Exit Ticket (10 minutes) B. Share Letter to Families (5 minutes) <p>4. Homework</p> <p>Reread Chapter 1 and add to Reader’s Notes. Read Chapter 2 for gist and record in Reader’s Notes.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can determine the central ideas of a literary text. (RL.7.2) (7.RL. KID.2) • 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"> • I Notice/ I Wonder Note-Catcher • Reader’s Notes <p>Protocol:</p> <ul style="list-style-type: none"> • Close reading 	<p><u>Work Time A</u> <u>Work Time B</u></p> <p>Reason: Lesson two is designed to continue the routine of getting the gist of the text. Getting the gist of a complex text is important, as this will lay a strong foundation for students to build their close reading skills.</p> <p><i>Notes: Students will add notes to the note-catcher as they read each chapter. This will prepare them as they begin to be introduced to the contrasting points of view of Nya and Salva in <i>A Long Walk to Water</i>.</i></p> <p><i>Students will be gathering and using evidence to analyze Points of View in the Mid-Unit As</i></p>
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<p><u>Lesson 3</u> Inferring about Character: Analyzing and Discussing Points of View (Chapter 2)</p> <p><u>Lesson Vocabulary</u> analyze, develop, contrast, points of view, characters, determine, central ideas, text features; wander (4), littered (8), rebels (10), hesitate (11), scurry, protested, objected (12)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Reader's Notes (begun in Lesson 1) • <i>A Long Walk to Water</i> (book; one per student) • Partner Talk Expectations anchor chart (from Lesson 1) • Things Close Reader's Do anchor chart (begun in Lesson 2)—today's focus: "using the text to answer questions" • Back-to-Back and Face-to-Face prompts (one to project on document camera or post on chart) • Chart paper to record student responses to Back-to-Back and Face-to-Face prompts (one piece; See Work Time • Document camera • Exit ticket (one per student) 	<p>1. Opening A. Introducing Learning Targets (5 minutes)</p> <p>2. Work Time A. Engaging the Reader: Sharing Gist from Chapter 2 Reader's Notes (15 minutes) B. Discussing Character Points of View: Back-to-Back and Face-to-Face n (20 minutes)</p> <p>3. Closing and Assessment A. Revisit Learning Targets and Exit Ticket (5 minutes)</p> <p>4. Homework Reread Chapter 2 and keep adding to Columns 3 and 5 of your Reader's Notes.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • I can determine the central ideas of a literary text. (RL.7.2) (7.RL. KID.2) • I can analyze how an author develops and contrasts the points of view of characters in a literary text. (RL.7.6) (7.RL.CS.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"> • Reader's Notes • Exit ticket <p>Protocol:</p> <ul style="list-style-type: none"> • Back-to-Back and Face-to-Face 	<p><u>Work Time A</u> <u>Work Time B</u></p> <p>Reason: In lesson three, students will continue to practice getting the gist through continued use of the Reader's Notes which should deepen their understanding of gathering and analyzing evidence.</p> <p><i>Notes: Sharing gist notes in the Back-to-Back/Face-to-Face protocol emphasizes the importance of a collaborative and cooperative classroom culture. This also encourages students to pay attention to details within the text.</i></p>
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<p><u>Lesson 4</u> Establishing Structures for Reading: Gathering Evidence about Salva’s and Nya’s Points of View (Reread Chapters 1 and 2)</p> <p><u>Lesson Vocabulary</u> cite, text-based evidence, quote (n. and v.), analysis, culture, time, place, influence, development, identity, detail/evidence, reasoning, inference, infer; flicking (2), droned (2), herding, grazing (3), aimless, halted (4), backfiring (5), bush, rebels (6), scattered, scrambled (7), hesitated (11), scurried, protested, objected (12) (review from Lessons 1-3)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • <i>A Long Walk to Water</i> (book; one per student) • Gathering evidence graphic organizer for Character Development (for Chapters 1 and 2; one per student and one to display) • Document camera • Partner Talk Expectations anchor chart (from Lesson 1) <p>Things Close Readers Do anchor chart (begun in Lesson 2; see additions in supporting materials)—today’s focus: “reread the text” and “gather evidence (quotes) from the text”</p>	<p>1. Opening A. Introducing Learning Targets (5 minutes)</p> <p>2. Work Time A. Engaging the Reader: Framing the Guiding Question (10 minutes)</p> <p>B. Guided Practice: Gathering Evidence and Inferring about Character in Chapters 1 and 2 (25 minutes)</p> <p>3. Closing and Assessment A. Revisit Learning Targets with Exit Ticket (5 minutes)</p> <p>Homework Read chapter 3 for gist and record in Columns 1, 2, and 4 in your Reader’s Notes.</p>	<p>Objectives:</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 how an author develops and contrasts the points of view of characters in a literary text. (RL.7.6) (7.RL.CS.6) <p><u>Ongoing assessment</u></p> <ul style="list-style-type: none"> • Gathering Evidence graphic organizer (focus on Character Development) <p><u>Protocol:</u></p> <ul style="list-style-type: none"> • Think-Pair-Share 	<p><u>Work Time B</u> <u>Work Time A</u></p> <p>Reason: In lesson four, students will practice gathering evidence from the text to support their understanding of character Point of View in <i>A Long Walk to Water</i>.</p> <p>Emphasizing work time B allows teachers to provide explicit instruction about inferring, which is the heart of the work that students will be doing on the Mid-Unit Assessment’s graphic organizer.</p> <p><i>Notes: It is imperative to lay a strong foundation in this lesson, as students’ reading, thinking, and writing for the rest of the unit are based on their ability to make inferences and analyze text.</i></p>
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<p>Lesson 5 Practicing Structures for Reading: Gathering Evidence about Salva’s and Nya’s Points of View (Reread Chapter 3)</p> <p>Lesson Vocabulary cite, text-based evidence, analysis, culture, time, place, identity, detail/evidence, inference/reasoning; horizon (14), gourd (14), ritual (15), flinched, uncertainty (16), artillery, rose (v) (18)</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>A Long Walk to Water</i> (book; one per student) • Gathering Evidence graphic organizer for Character Development (for Chapter 3; one per student and one to display) • Document camera • Partner Talk Expectations anchor chart (from Lesson 1) 	<p>1. Opening A. Introducing Learning Targets and Highlighting Key Vocabulary (5 minutes)</p> <p>2. Work Time A. Sharing the Gist from Chapter 3 Reader’s Notes (10 minutes) B. Gathering Evidence and Inferring about Character in Chapter 3 (20 minutes) C. Revisiting Key Vocabulary in Relation to the Guiding Question (5 minutes)</p> <p>3. Closing and Assessment A. Revisit Learning Targets with Exit Ticket (5 minutes)</p> <p>4. Homework A. Reread Chapter 3, focusing on the vocabulary that relates to the Guiding Question</p>	<p>Objectives:</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 how an author develops and contrasts the points of view of characters in a literary text. (RL.7.6) (7.RL.CS.6) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Gathering Evidence graphic organizer (focus on Character Development) • Exit ticket <p>Protocol:</p> <ul style="list-style-type: none"> • Think-Pair-Share 	<p>Work Time B <u>Work Time A</u></p> <p>Reason: In lesson five, students will continue to gather evidence from the text to support their understanding. (Cycle of practice)</p> <p>Students will see an identical graphic organizer on the Mid-Unit Assessment</p> <p>Prioritize work time B over A so that you can include more modeling, guided practice, and provide examples of both good citations of strong evidence, and weak citations of evidence.</p> <p><i>Notes:</i> <i>Emphasize the importance of keeping Reader’s Notes and Gathering Evidence Graphic Organizers.</i></p>
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<p><u>Lesson 6</u></p> <p>Building Background Knowledge: The Lost Boys of Sudan</p> <p><u>Lesson Vocabulary</u> cite, text-based evidence, analyze, points of view, effectively, engage, detail/evidence, inference/reasoning, annotations; entrenched, grueling, dehydration (article)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Individual feedback on students' completed Gathering Evidence graphic organizer (from Lesson 5, including exit ticket) • "Time Trip: Sudan's Civil War" section from the full article "Life and Death in Darfur: Sudan's Refugee Crisis Continues" (one per student) • Document camera • Things Close Readers Do anchor chart (begun in Lesson 2; see additions in supporting materials)—today's additions: annotating text, focus on key vocabulary, discuss to clarify thinking or deepen understanding • Document camera • Exit ticket (one per student) 	<p>1. Opening A. Feedback on Gathering Evidence Exit Tickets from Lesson 5 (5 minutes) B. Introducing Learning Targets (5 minutes)</p> <p>2. Work Time A. Reading and Annotating for Gist: "Time Trip: Sudan's Civil War" (10 minutes) B. Rereading and Annotating for Text-based Evidence (15 minutes)</p> <p>3. Closing and Assessment A. Revisit Learning Targets with Exit Ticket (10 minutes)</p> <p>4. Homework Read Chapter 4 for gist; record in Columns 1, 2, and 4 of Reader's Notes; and circle words that seem important related to our Guiding Question.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • I can cite several pieces of text-based evidence to support an analysis of informational text. • (RL.7.1) (7.RL.KID.1) • I can determine the central ideas of an informational text. (RL.7.2) (7.RL. KID.2) <p><u>Ongoing Assessment:</u></p> <ul style="list-style-type: none"> • Text annotations for gist and text-based evidence • Exit ticket <p><u>Protocol:</u></p> <ul style="list-style-type: none"> • Think-Pair-Share • Cold call 	<p><u>Work Time A</u> <u>Work Time B</u></p> <p>Reason: In lesson six, students will first need to read for the gist, and craft text annotations. They will conduct a re-reading for text-based evidence. This is a necessary practice for the Mid-Unit Assessment.</p> <p><i>Notes: The structure for getting the gist for informational text will be <u>text annotations</u>, whereas the structure for getting the gist of chapters in <i>A Long Walk to Water</i> will continue to be <u>Reader's Notes</u>.</i></p>
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<p><u>Lesson 7</u> Practicing Structures for Reading: Gathering and Using Evidence to Analyze Salva's and Nya's Points of View (Chapter 4)</p> <p><u>Lesson vocabulary</u> cite, text-based evidence, analyze, points of view, effectively, engage, detail/evidence, inference/reasoning; sorghum (20), terrain, scrub, woodland (22), stands (n), stunted, unripe, worm-rotten (23)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • <i>A Long Walk to Water</i> (book; one per student) Things Close Readers Do anchor chart (begun in Lesson 2; see additions in supporting materials)—in today's lesson, you'll add the practice of using the text to gather evidence for answers to text-dependent questions • Gathering Evidence graphic organizer for Character Development (for Chapter 4; one per student) • Text-dependent questions for Chapter 4 (one per student) Text-dependent questions for Chapter 4 (Sample Response for Teacher Reference) • Document camera 	<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Introducing Learning Targets and Highlighting Key Vocabulary (5 minutes) Work Time <ol style="list-style-type: none"> Sharing Gist of Chapter 4 from Reader's Notes (10 minutes) Gathering Evidence from Chapter 4 (second read) (15 minutes) Answering Text-Dependent Questions (10 minutes) Closing and Assessment <ol style="list-style-type: none"> Revisit Learning Targets (5 minutes) Homework <ol style="list-style-type: none"> Read Chapter 5 for gist and complete Columns 1, 2, and 4 in Reader's Notes. 	<p>Objectives:</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 how an author develops and contrasts the points of view of characters in a literary text. (RL.7.6) (7.RL.CS.6) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Reader's Notes • Gathering Evidence graphic organizer (focus on Character Development) and answers to text-dependent questions <p>Protocol:</p> <ul style="list-style-type: none"> • Think-Pair-Share • Cold call 	<p><u>Work Time B</u> <u>Work Time A</u> Reason: In lesson seven, students are provided with a final opportunity (prior to the Mid-Unit Assessment) to practice gathering evidence using the graphic organizer. (Cycles of Practice)</p> <p><i>Notes:</i> Use the exit tickets from lesson 5 to determine which students, if any, continue to struggle with gathering and analyzing evidence in text.</p>
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<p>Lesson 8</p> <p>Mid-Unit Assessment: Gathering and Using Evidence to Analyze Points of View in <i>A Long Walk to Water</i> (Chapter 5)</p> <p>Lesson Vocabulary cite, text-based evidence, analyze, points of view, effectively, engage, detail/evidence, inference/reasoning; luscious (28)</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>A Long Walk to Water</i> (book; one per student) • Mid-Unit 1 Assessment: Identifying Perspective and using Evidence from <i>A Long Walk to Water</i> (Chapter 5) (one per student) • Mid-Unit 1 Assessment: Identifying Perspective and using Evidence from <i>A Long Walk to Water</i> (Chapter 5)(one per student) (Answers for Teacher Reference) • Back-to-Back and Face-to-Face prompts (Chapter 5) (one for display) • Unit 1 Recommended Texts list 	<p>1. Opening A. Engaging the Reader: Sharing Gist from Reader's Notes (5 minutes)</p> <p>2. Work Time A. Back-to-Back and Face-to-Face Discussion: Questions for Nya and Salva (10 minutes) B. Mid-Unit 1 Assessment: Identifying Perspective and Using Evidence from a Long Walk to Water (25 minutes)</p> <p>3. Closing and Assessment A. Introduce Independent Reading (5 minutes)</p> <p>4. Homework A. Begin reading your independent reading book for this unit at home.</p>	<p>Objectives:</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 how an author develops and contrasts the points of view of characters in a literary text. (RL.7.6) (7.RL.CS.6) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Reader's Notes • Mid-Unit 1 Assessment: Gathering Evidence graphic organizer (focus on Character Development) and answers to text-dependent questions <p>Protocol:</p> <ul style="list-style-type: none"> • Back-to-Back/Face-to-Face 	<p>Work Time B</p> <p>Reason: In lesson eight, students will be taking their first Mid-Unit summative Assessment: <i>Gathering and Using Evidence to Analyze Points of View in A Long Walk to Water</i>.</p> <p><i>Notes: During the Mid-Unit Assessment, students will also answer one text-dependent question.</i></p>
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<p><u>Lesson 9</u> Inferring about Character: World Café to Analyze and Discuss Points of View (Chapters 1–5)</p> <p><u>Lesson Vocabulary</u> cite, text-based evidence, analyze, points of view, effectively, engage (no new vocabulary from the text, but encourage students to use key vocabulary from previous lessons in their discussions)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • <i>A Long Walk to Water</i> (book; one per student) • Self-Reflection on Learning Targets (one per student and one to display) • Reader's Notes (students' copies from Chapters 1–5) • Gathering Evidence graphic organizers (students' copies for Chapters 1–4) • Document camera • World Café materials/setup: • World Café protocol directions (one for document projector or charted on board) • Classroom divided into three sections, with each having enough room for one-third of the class to sit at tables in small groups of three (triads). • Table card prompts (with tables in each section having the same question and each section having a different question. • One recording chart for each triad (chart paper with two 	<p>1. Opening A. Written Self-reflection (5 minutes) B. Introducing Learning Targets and Gathering Notes (5 minutes)</p> <p>2. Work Time A. World Café Discussion Protocol (20 minutes) B. Planning for Writing: Selecting Ideas (10 minutes)</p> <p>3. Closing and Assessment A. Revisit Learning Targets (5 minutes)</p> <p>4. Homework A. Continue reading your independent reading book for this unit at home.</p>	<p>Objectives:</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 how an author develops and contrasts the points of view of characters in a literary text. (RL.7.6) (7.RL.CS.6) • 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 select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9) (7.W.RBPK.9) <p><u>Ongoing Assessment:</u></p> <ul style="list-style-type: none"> • Written self-reflection • World Café charts • Pre-writing ideas <p><u>Protocol:</u></p> <ul style="list-style-type: none"> • World Cafe 	<p><u>Work Time A</u></p> <p>Reason: In lesson 9, students will synthesize discussions from the World Café with a prompt to generate ideas for the pre-writing process.</p> <p><i>Notes: They will write an extended response as a part of the End-of-Unit Assessment in Lesson 14.</i></p>
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<p>column headings—one column for “Nya” and another for “Salva”)</p> <ul style="list-style-type: none">• A marker for each triad.• Pre-Writing Ideas (one per student)			
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<p><u>Lesson 10</u> Building Background Knowledge: The Dinka and Nuer Tribes Until the Mid-1980s (“Sudanese Tribes Confront Modern War” Excerpt 1) (Version 1)</p> <p><u>Lesson Vocabulary</u> cite, text-based evidence, analysis, perspectives, detail/evidence, inference/reasoning, excerpt, context; temporal (1), mystical (1), plane (1), raiding (1), hoary (1), intruders (1), imposed (1), adhere (1)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Things Close Readers Do anchor chart (begun in Lesson 2; see additions in supporting materials) • “Sudanese Tribes Confront Modern War” (excerpts only; one per student) • Gathering Evidence graphic organizer for Excerpt 1 (focus on perspectives) (one per student and one to display) • Document camera • <i>A Long Walk to Water</i> (book; one per student) 	<p>1. Opening A. Introducing Learning Targets and Bridging to Informational Text (10 minutes)</p> <p>2. Work Time A. Read-aloud of Excerpt 1 of “Sudanese Tribes Confront Modern War”: Vocabulary to Support Understanding (10 minutes) B. Rereading for Gist: Excerpt 1 (20 minutes)</p> <p>3. Closing and Assessment A. Homework Preparation (5 minutes)</p> <p>4. Homework A. Reread Excerpt 1 of “Sudanese Tribes Confront Modern War” and complete the Gathering Evidence graphic organizer for Excerpt 1 only</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • I can determine the central ideas of an informational text. (RI.7.2) (7.RI.KID.2) • I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) (7.RI.KID.1) • 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"> • Text annotations for gist • Gathering Evidence graphic organizer (focus on Perspectives) • Exit ticket <p><u>Protocol:</u></p> <ul style="list-style-type: none"> • Think-Pair-Share 	<p><u>Work Time A</u> <u>Work Time B</u></p> <p>Reason: In lesson 10, since this will be the students’ first experience in the unit with complex informational texts, Work Time A should be prioritized.</p> <p>Notes: <i>The focus in Lessons 10 through 14 is gathering evidence from informational text. (Cycles of Practice)</i></p> <p><i>Excerpt 1 (for Lesson 10) is about the period before 1983, and thus connects more to Salva’s story. Excerpt 2 (in Lesson 11) is about the period beginning in August 1991, and thus connects more to Nya’s story.</i></p>
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<p><u>Lesson 11</u></p> <p>Building Background Knowledge: The Dinka and Nuer Tribes</p> <p><u>Lesson Vocabulary</u> cite, text-based evidence, summarize, analysis, perspectives, detail/evidence, inference/reasoning; fault line, topple, coup, spiritual pollution, guerrillas (2), roughshod, dysfunction, assault (3)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Things Close Readers Do anchor chart (begun in Lesson 2; see additions in supporting materials)— today’s focus: “determine vocabulary in context” • “Sudanese Tribes Confront Modern War” (from Lesson 10; one per student) • Gathering Evidence graphic organizer for Excerpt 1 of “Sudanese Tribes Confront Modern War” (focus on perspectives) (from Lesson 10; one per student) • Selecting evidence graphic organizer related to “Sudanese Tribes…” article (begun in Lesson 10; one per student and one to display) • Document camera 	<p>1. Opening A. Introducing Learning Targets (5 minutes)</p> <p>2. Work Time A. Sharing Homework: Gathering Evidence Graphic Organizer for Excerpt 1 (20 minutes) B. Read-aloud of Excerpt 2: Vocabulary to Support Understanding (15 minutes)</p> <p>3. Closing and Assessment A. Revisit Learning Targets (5 minutes)</p> <p>4. Homework A. Reread Excerpt 2 of “Sudanese Tribes Confront Modern War” and annotate the text for gist.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can determine the central ideas of an informational text. • (RI.7.2) (7.RI.KID.2) • 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 cite several pieces of text-based evidence to support an analysis of informational text. <p>(RI.7.1) (7.RI.KID.1)</p> <p><u>Ongoing Assessment:</u> Text annotations for gist Gathering Evidence graphic organizer (focus on Perspectives)</p> <p><u>Protocol:</u></p> <ul style="list-style-type: none"> • Cold-call • Turn-and-talk 	<p><u>Work Time A</u></p> <p>Reason: In lesson 11, students will open with the opportunity to review the Gathering Evidence Graphic Organizer from Excerpt 1 (homework). Teacher will also be able to model proper summarization.</p> <p><i>Notes:</i> <i>This lesson provides support for students’ developing use of evidence in writing through modeling and a first practice with a text-dependent constructed response question.</i></p>
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<p><u>Lesson 12</u></p> <p>Building Background Knowledge: The Dinka and Nuer Tribes Until the Mid-1980s (“Sudanese Tribes Confront Modern War” Excerpt 2)</p> <p><u>Lesson Vocabulary</u> cite, text-based evidence, summarize, analysis, perspectives, detail/evidence, inference/reasoning, select; fault line, topple, coup, spiritual pollution, guerrillas (2), roughshod, dysfunction, assault (3)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • “Sudanese Tribes Confront Modern War” (from Lesson 10; one per student; focus on excerpt 2) • Gathering Evidence— Perspectives and the Nuer (for excerpt 2) (one per student and one to display) Selecting Evidence—Perspectives of the Dinka and the Nuer graphic organizer (one per student) • Document camera 	<p>1. Opening A. Introducing Learning Targets (5 minutes)</p> <p>2. Work Time A. Sharing Text Annotations for Gist from Excerpt 2 of “Sudanese Tribes Confront Modern War” (15 minutes) B. Gathering Evidence from the Text: Excerpt 2 (15 minutes)</p> <p>3. Closing and Assessment A. Revisit Learning Targets and Preview of Process: Selecting Evidence for Writing (10 minutes)</p> <p>4. Homework A. Continue reading your independent reading book for this unit at home.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • I can determine the central ideas of an informational text. (RI.7.2) (7.RI.KID.2) • 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 cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) (7.RI.KID.1) <p>Ongoing Assessment:</p> <ul style="list-style-type: none"> • Text annotations for gist Gathering Evidence graphic organizer (focus on Perspectives) <p>Protocols:</p> <ul style="list-style-type: none"> • Think-Pair-Share • Close reading 	<p><u>Work Time A</u> <u>Work Time B</u></p> <p>Reason: In lesson 12, students must select evidence to use in writing and begin a draft response. The End of Unit Assessment in lesson 14 will require students to complete this task, therefore prioritize Work Time B. <i>(Cycles of Practice)</i></p> <p>Notes: <i>This instruction builds off of the activity in Lesson 9 in which students selected ideas that could be used in writing. Here in Lesson 12, students must select evidence to use in writing and begin a draft response.</i></p>
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<p><u>Lesson 13</u></p> <p>Building Background Knowledge: The Dinka Tribe (“Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps” Excerpt 1)</p> <p><u>Lesson Vocabulary</u> cite, text-based evidence, summarize, analysis, perspectives, detail/evidence, inference/reasoning; displaced, ululating, compound, dowry, marred, primarily, transformed, negotiations, overtures</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • “Sudanese Tribes Confront Modern War” (from Lesson 10) • Selecting Evidence— Perspectives of the Dinka and the Nuer graphic organizer (from Lesson 12) • Excerpts from “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps” (one per student) • Document camera Exit ticket (one per student) • Things Close Readers Do anchor chart (begun in Lesson 2; see additions in supporting materials)—add: “select evidence from the text to use in writing.” 	<p>1. Opening A. Introducing Learning Targets (5 minutes)</p> <p>2. Work Time A. Selecting Evidence for Writing from “Sudanese Tribes Confront Modern War” (10 minutes) B. Framing and Vocabulary Preview: Excerpt 1 of “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps” (5 minutes) C Read Aloud and Annotating for Gist: Excerpt 1 (20 minutes)</p> <p>3. Closing and Assessment A. Revisit Learning Targets and Read <u>Aloud</u> Paragraph 9 (5 minutes)</p> <p>4. Homework A. Reread Excerpt 1, read (first read) Excerpt 2 of “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps,” and continue to annotate the text for the “gist.”</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • 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 select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9) (7.W.RBPK.9) <p><u>Ongoing Assessment:</u></p> <ul style="list-style-type: none"> • Text annotations for gist • Selecting evidence graphic organizer • Exit ticket <p><u>Protocol:</u></p> <ul style="list-style-type: none"> • Close reading 	<p><u>Work Time A</u> <u>Work Time C</u></p> <p>Reason: In lesson 13, students will continue to practice gathering/using evidence in response to a constructed response on the End of Unit Assessment; therefore, Work Time A should be prioritized. <i>(Cycles of Practice)</i></p> <p><i>Notes: Continue to allow students the opportunity to practice summarizing informational text in Work Time C.</i></p>
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<p>Lesson 14 End of Unit Assessment: Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes</p> <p>Lesson Vocabulary cite, text-based evidence, objectively, summarize, coherent, constructed-response, analysis, perspectives, detail/evidence, inference/reasoning</p> <p>Materials:</p> <ul style="list-style-type: none"> • Reader’s Notes (students’ own from all previous lessons) • Document camera • “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps” (from Lesson 13 homework; one per student; one to display; focus on excerpt 2) • End of Unit 1 Assessment: Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes (one per student) • End of Unit 1 Assessment: Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes (Answers for Teacher Reference) • Back to Back and Face to Face prompts (for Teacher Reference) 	<p>1. Opening A. Introducing Learning Targets and End of Unit Assessment (5 minutes)</p> <p>2. Work Time A. End of Unit Assessment: Gathering, Selecting, and Using Evidence to Analyze Perspective in Informational Text (25 minutes)</p> <p>3. Closing and Assessment A. Back-to-Back and Face-to-Face Discussion: Questions for the People of South Sudan (5 minutes)</p> <p>4. Homework A. Continue reading your independent reading book for this unit at home.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • I can cite several pieces of text-based evidence to support an analysis of informational text. • (RI.7.1) (7.RI.KID.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"> • End of Unit Assessment: <i>Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes</i> <p>Protocols:</p> <ul style="list-style-type: none"> • Close Reading • Scaffolds • Back-to-Back and Face-to-Face 	<p><u>Work Time A</u></p> <p>Reason: In lesson 14, students will end Unit one with the End of Unit summative assessment. Similar to the Mid-Unit Assessment, they are continuing to identify perspectives using text-based evidence.</p> <p><i>Notes:</i> This task calls upon students to employ the practices of close reading, and to use the scaffolds for writing that they practiced during Lessons 12 and 13.</p> <p>Create the rubric for the End of Unit Assessment using strategies from “Things Close Readers Do” and language from the lesson’s learning targets.</p>
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Seventh Grade Module 2: Case Study Survival in Southern Sudan

Unit 2 Overview

In this second unit, students are introduced to the concept of theme in a novel. As they complete *A Long Walk to Water*, students will continue to collect textual evidence to answer the question “How do individuals survive in challenging environments?” In addition, students will be reading informational texts that provide more information about the context of the novel. Close reading of the selected informational text and novel will prepare students for the mid-unit assessment and the two-part end of unit assessment. For the mid-unit assessment, students will analyze how the author of *A Long Walk to Water* both used and elaborated on historical facts. Part 1 of the end of unit assessment (which takes place over two lessons) is the first draft of a literary analysis essay requiring textual support to discuss the topic of survival in Southern Sudan during and after the second civil war in the 1980s. Part 2 of the end of unit assessment is the final draft of the student essay.

Mid-Unit 2 Assessment: Comparing “Water for Sudan” and *A Long Walk to Water*

This assessment centers on NYSP12 ELA CCLS RL.7.1, RL.7.9, and RI.7.1. 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 2 Assessment: Literary Analysis—Writing about the Theme of Survival

This assessment has two parts and centers on **NYSP ELA CCLS RL.7.1, RL.7.2, W.7.2, W.7.4, W.7.9, L.7.6, and in part two, L.7.1, L.7.2, and W.7.8** Students respond to the following prompt: “What factors made survival possible for Salva in *A Long Walk to Water*? After reading the novel and accounts of the experiences of the people of Southern Sudan during the Second Sudanese Civil War, write an essay that addresses the theme of survival in the novel. Support your discussion with evidence from the text you have read.” Part 1 is students’ best on-demand draft, and centers on NYSP12 ELA CCLS RL.7.1, RL.7.2, W.7.2, W.7.4, W.7.9, and L.7.6. This draft will be assessed before students receive peer or 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 peer and teacher feedback. Part 2 adds standards. L.7.1, L.7.2, and W.7.8

Required Unit Trade Book(s): *A Long Walk to Water*

Suggested Pacing: This unit is approximately 4 weeks or 19 sessions of instruction.

Unit 2 Lessons	Agenda	Daily Learning	Prioritized Task
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<p><u>Lesson 1</u></p> <p>Introducing the Concept of Theme: Survival in <i>A Long Walk to Water</i> (Chapters 1–5)</p> <p><u>Lesson Vocabulary</u> theme</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • <i>A Long Walk to Water</i> (book; one per student) Instructions for Discussion Appointments (for Teacher Reference) • Discussion Appointments in <i>Salva's Africa</i> (one per student) • Themes in Literature (one per student) • Survival anchor chart (new; teacher-created; see model in Supporting Materials) • Survival anchor chart (Students' Notes) (one per student) • Markers • Exit ticket (one per student) • Reader's Notes, Chapter 6 (one per student) 	<p>1. Opening A. Entry Task: Introducing Learning Targets (5 minutes) B. Introducing Discussion Appointments (5 minutes)</p> <p>2. Work Time A. Defining the Concept of Theme and Discussing Possible Themes in <i>A Long Walk to Water</i> (20 minutes) B. Identifying One Central Theme in <i>A Long Walk to Water</i>: Beginning the Survival Anchor Chart (10 minutes)</p> <p>3. Closing and Assessment A. Exit Ticket: Revisiting Learning Targets (5 minutes)</p> <p>4. Homework A. Read Chapter 6 in <i>A Long Walk to Water</i> and complete Gist on Reader's Notes</p>	<p>Objectives:</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 analyze the development of a theme throughout a literary text. (RL.7.2) (7.RL.KID.2) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Observation of student participation • Student contributions to Survival anchor chart • Exit ticket <p><u>Protocol:</u></p> <ul style="list-style-type: none"> • Discussion Appointments • Survival Anchor Chart 	<p><u>Work Time A</u> <u>Work Time B</u></p> <p>Reason: In lesson one, this first lesson in Unit 2 begins the scaffolding for the End-Of-Unit 2 Assessment. Work Time A will be prioritized because students will learn about the concept of theme, which will lay the foundation for their work later in the Unit.</p> <p><i>Notes:</i> <i>Students will be introduced to the structure of Discussion Appointments to enhance their speaking and listening skills.</i></p>
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<p><u>Lesson 2</u> Establishing Routines for Discussing <i>A Long Walk to Water</i> (Chapter 6)</p> <p><u>Lesson Vocabulary</u> determine, context, immediate, broader, analyze, development; generations (33), makeshift (33), hopes were dashed (34), solemn (35, 37), topi (35), aroma (36), cold fist gripped his heart (38)</p> <p>Lesson Materials:</p> <ul style="list-style-type: none"> • <i>A Long Walk to Water</i> (book; one per student) • Vocabulary Entry Task (one per student) • Things Close Readers Do anchor chart (from Unit 1) • Reading Closely: Guiding Questions (from Odell Education; also see stand-alone document on EngageNY.org and odelleducation.com/resources) (one per student) • •Reader's Dictionary Teacher's Edition (one to display) • Reader's Notes for Chapters 7 and 8 (one per student) • Salva/Nya anchor chart (new; teacher-created) Survival anchor chart (begun in Lesson 1; see Supporting Materials) • Survival anchor chart (Student's Notes; from Lesson 1; one per student) 	<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Vocabulary Entry Task (5 minutes) Introducing Learning Targets and Reading Closely for Details (10 minutes) Work Time <ol style="list-style-type: none"> Introducing Reader's Dictionary (10 minutes) Reviewing Reader's Notes, Starting Salva/Nya Anchor Chart, and Adding to Survival Anchor Chart (15 minutes) Closing and Assessment <ol style="list-style-type: none"> Previewing Homework and Revisiting Learning Targets (5 minutes) Homework <ol style="list-style-type: none"> Read Chapters 7 and 8 in <i>A Long Walk to Water</i>. Complete Reader's Notes, Parts 1 (Gist Notes) and 2 (Reader's Dictionary), for these chapters. 	<p>Objectives:</p> <ul style="list-style-type: none"> • 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 development of a theme throughout a literary text. • (RL.7.2) (7.RL.KID.2) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Reader's Notes from Chapter 6 (from homework) <p><u>Protocols:</u></p> <ul style="list-style-type: none"> • Fist-to-Five 	<p><u>Work Time A</u> <u>Work Time B</u></p> <p>Reason: In lesson two, students will be introduced to the routine within the Reader's Dictionary. Vocabulary in each lesson is central to understanding the novel and completing the assessments.</p> <p>Notes: <i>A Reader's Dictionary provided definitions for the vocabulary that students encounter as they read chapters 6-18.</i></p>
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<p>Lesson 3 Practicing Routines for Discussing A <i>Long Walk to Water</i> and Gathering Textual Evidence</p> <p>Lesson Vocabulary prefix, root word, evidence, claim; terror (40), puzzled (42), shallow canoes (43), papyrus (43), reeds (43), prow (44), monotonous (46), abundance (47), massed (49), gourds, desperate (50)</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>A Long Walk to Water</i> (book; one per student) Vocabulary Entry Task (one per student) Reading Closely: Guiding Questions (from Lesson 2; one per student) • Reader's Notes (Chapters 9 and 10) (one per student) • Survival anchor chart (begun in Lesson 1) <i>Salva/Nya</i> anchor chart (begun in Lesson 2) Survival anchor chart (Students' Notes; begun in Lesson 1) • Discussion Appointments in <i>Salva's Africa</i> (from Lesson 1; one per student) • Gathering Textual Evidence graphic organizer (one per student and one to display) • Document camera 	<p>1. Opening A. Vocabulary Entry Task (5 minutes) B. Reviewing Reader's Dictionary, Chapters 7 and 8 (5 minutes) C. Introducing Learning Targets and Connecting to Reading Closely: Guiding Questions Handout (5 minutes)</p> <p>2. Work Time A. Using Reader's Notes to Add to <i>Salva/Nya</i> and Survival Anchor Charts (10 minutes) B. Introducing the Focus Question and Gathering Textual Evidence about Survival (20 minutes)</p> <p>3. Closing and Assessment A. Previewing Homework (5 minutes)</p> <p>4. Homework A. A. Reread Chapters 6–8 and add two quotes to the Gathering Textual Evidence graphic organizer. Read Chapters 9 and 10 and complete Reader's Notes (both parts) for these new chapters. Debrief (5 minutes)</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • 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 cite several pieces of text-based evidence to support an analysis of a literary text. (RL.7.1) (7.RL.KID.1) • I can analyze the development of a theme throughout a literary text. (RL.7.2) (7.RL.KID.2) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Reader's Notes for Chapters 7 and 8 (from homework) <p>Protocol: Discussion Appointments</p>	<p>Work Time B Work Time A</p> <p>Reason: In lesson three, teachers will need to prioritize Work Time B because this portion of the work introduces them to the focus question and gathering textual evidence about survival.</p> <p>Notes: <i>On the graphic organizers, students practice the skills of explaining quotes and connecting them to specific factors in the survival of two main characters.</i></p>
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<p><u>Lesson 4</u> Using Routines for Discussing <i>A Long Walk to Water</i> and Introducing Juxtaposition (Chapters 9 and 10)</p> <p><u>Lesson Vocabulary</u> metaphor, point of view, perspective, juxtaposition (n)/juxtapose (v), compare, contrast; relentless (52), refugee camp (60), spark of hope (61), shrubs (52), endured (52), been reduced to (52), arid (52), lag (53), vulture (59), corpses (59), vision (61), receding (61), ritual scarring (62)</p> <p>Materials:</p> <ul style="list-style-type: none"> • Vocabulary Entry Task (one per student) • Reader's Notes, Chapters 11–13 (one per student) • Gathering Textual Evidence graphic organizer (Chapters 9–10) (one per student) • <i>A Long Walk to Water</i> (book; one per student) Salva/Nya anchor chart (begun in Lesson 2) • Reading Closely: Guiding Questions (from Lesson 2; one per student) • Survival anchor chart (begun in Lesson 1) • Survival anchor chart (Students' Notes; begun in Lesson 1) • Take a Stand directions and prompt (one per student) • Discussion Appointments in Salva's Africa (from Lesson 1; one per student) • Juxtaposition image (one to 	<p>1. Opening A. Vocabulary Entry Task (5 minutes) B. Reviewing Reader's Dictionary and Introducing Learning Targets (10 minutes)</p> <p>2. Work Time A. Take a Stand: Survival in Chapters 9 and 10 (10 minutes) B. Introducing Juxtaposition (15 minutes)</p> <p>3. Closing and Assessment Exit Ticket (5 minutes)</p> <p>4. Homework A. <u>Reread</u> Chapters 9 and 10 and add two quotes to the Gathering Textual Evidence graphic organizer. B. Read Chapters 11–13. Complete Reader's Notes (both parts) for these new chapters</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • 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 how an author develops and contrasts the points of view of characters and narrators in a literary text. (RL.7.6) (7.RL.CS.6) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Reader's Notes from Chapters 10 (from homework) • Gathering Textual Evidence graphic organizer for Chapters 6-8 (from homework) • Exit ticket <p>Protocol:</p> <ul style="list-style-type: none"> • Take a Stand protocol 	<p><u>Work Time B</u></p> <p>Reason: In lesson four, Work Time B will be prioritized in order to introduce students to standard, RL 7.6 and the concept of juxtaposition.</p> <p>This will help students focus on how the author develops and contrasts point of view.</p> <p><i>Notes:</i> <i>In advance, bring in two objects that can be juxtaposed to visually demonstrate the concept of juxtaposition in the text.</i></p>
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<p>display; see Teaching Note above)</p> <ul style="list-style-type: none">• Juxtaposition image discussion prompts (one per student)• Juxtaposition in Chapters 8 and 9 questions (one per student)• Exit ticket (one per student)			
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<p>Lesson 5 Practice Evidence-Based Constructed Response: Explaining One Factor That Helps Nya or Salva Survive (Chapters 11–13)</p> <p>Lesson Vocabulary spare (adj); persistence (n)/persistent (adj)/persist (v); stampede (74), despair (72), peril (80)</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>A Long Walk to Water</i> (book; one copy per student) • Vocabulary Entry Task (one per student) • Discussion Appointments in Salva’s Africa (from Lesson 1; one per student) • Salva/Nya anchor chart (begun in Lesson 2) • Survival anchor chart (begun in Lesson 1) • Survival anchor chart (Students’ Notes; begun in Lesson 1) • Evidence-Based Constructed Response sheet (one per student) • Quote Sandwich graphic (one to display) • Document camera • Gathering Textual Evidence graphic organizer, Chapters 11–13 (one per student) • Reader’s Notes, Chapters 14 and 15 (one per student) 	<p>1. Opening A. Vocabulary Entry Task: Chapters 11–13 (5 minutes) B. Returning Reader’s Notes and Gathering Textual Evidence Organizers (5 minutes)</p> <p>2. Work Time A. Reviewing Chapters 11–13: Adding to Our Anchor Charts (5 minutes) B. Modeling, Partner Practice, and Independent Practice: Writing a Short Evidence-Based Constructed Response (25 minutes)</p> <p>3. Closing and Assessment A. Self-Assessment of Evidence-Based Constructed Response (5 minutes)</p> <p>4. Homework A. <u>Reread</u> Chapters 11–13 and add quotes to Gathering Textual Evidence graphic organizer. Read Chapters 14–15 and complete Reader’s Notes (both parts) for these new chapters.</p>	<p>Objectives:</p> <p>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4) (7.L.VAU.4)</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 development of a theme throughout a literary text. (RL.7.2) (7.RL.KID.2) • 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"> • Reader’s Notes from Chapters 11-13 (from homework) • Gathering Textual Evidence graphic organizer for Chapters 9 and 10 (from homework) • Student contributions to Salva/Nya anchor chart and Survival anchor chart • Evidence-based constructed response <p>Protocol:</p> <ul style="list-style-type: none"> • Think-Pair-Share 	<p>Work Time B</p> <p>Reason: In lesson five, prioritizing Work Time B gives students an opportunity to pull evidence from the text, and gain experience in explaining how the details and/or quotes they select illustrate a central idea in the text.</p> <p><i>Notes:</i> <i>Use students’ short constructed responses, along with their self-assessment at the end of class, as valuable formative assessment data.</i></p>
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<p><u>Lesson 6</u> Comparing Historical and Fictional Accounts: Second Sudanese Civil War (Chapters 14 and 15, Plus Rereading “Time Trip”)</p> <p><u>Lesson Vocabulary</u> infer, context clues, juxtaposition; isolated (84), orphaned (84), refugee (throughout), aid worker, abruptly (94), braced, frigid (95)</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>A Long Walk to Water</i> (book; one per student) • Vocabulary Entry Task (one per student) Reader’s Notes, Chapters 16–18 (one per student) • Gathering Textual Evidence graphic organizer, Chapters 14–15 (one per student) • Gathering Textual Evidence graphic organizer, Chapters 16–18 (one per student) • Salva/Nya anchor chart (begun in Lesson 2) • Survival anchor chart (begun in Lesson 1) • Survival anchor chart (student’s notes) (begun in Lesson 1; one per student) • Discussion Appointments in Salva’s Africa (from Lesson 1, one per student) • “Time Trip: Sudan’s Civil War” (from Unit 1, Lesson 6; one per student and one to display) • Document camera • Exit ticket (one per student) • Reading Closely: Guiding 	<p>1. Opening A. Vocabulary Entry Task (5 minutes) B. Reviewing Reader’s Dictionary and Introducing Learning Targets (5 minutes)</p> <p>2. Work Time A. Reviewing Chapters 14 and 15: Adding to Our Anchor Charts (10 minutes) B. Rereading “Time Trip: Sudan’s Civil War” (10 minutes) C. Comparing Historical Accounts in “Time Trip: Sudan’s Civil War” and <i>A Long Walk to Water</i> (10 minutes)</p> <p>3. Closing and Assessment A. Exit Ticket: Challenges to Survival in the “Time Trip” and the Novel (5 minutes)</p> <p>4. Homework: <i>Note: this homework is due at the start of Lesson 8.</i> A. <u>Reread</u> Chapters 14 and 15 and add two quotes to your Gathering Textual Evidence graphic organizer. B. Read Chapters 16–18 and complete the Reader’s Notes (both parts) for these chapters. <u>Reread</u> Chapters 16 – 18 and add two quotes to your Gathering Textual Evidence graphic organizer.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • 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 development of a theme throughout a literary text. RL.7.2) (7.RL.KID.2) • I can compare and contrast a fictional and historical account of a time, place, or character. (RL.7.9)(7.RL.IKI.9) • I can cite several pieces of evidence to support an analysis of informational text. (RI.7.1) (7.RI.KID.1) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Reader’s Notes from Chapters 11-13 (from homework) • Gathering Textual Evidence graphic organizer for Chapters 9 and 10 (from homework) • Student contributions to Salva/Nya anchor chart and Survival anchor chart • Evidence-based constructed response <p>Protocol:</p> <ul style="list-style-type: none"> • Close reading 	<p><u>Work Time C</u> <u>Work Time B</u></p> <p>Reason: In lesson six, students will have their first explicit work with standard (RL 7.9) and will be asked to demonstrate their ability to compare historical accounts on the Mid-Unit Assessment. (<i>Cycles of Practice</i>)</p> <p><i>Notes:</i> Prepare model annotations of the article, “Time Trip: Sudan’s Civil War.”</p>
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<p>Questions (from Lesson 2; one per student)</p>			
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<p><u>Lesson 7</u></p> <p>Considering Author's Purpose: Comparing Fictional and Historical Experiences of the Second Sudanese Civil War (Chapters 14 and 15, Plus Rereading "Time Trip," Continued)</p> <p><u>Lesson Vocabulary</u> contrast, cite, analyze, alter (v)</p> <p>Materials:</p> <ul style="list-style-type: none"> • Vocabulary Entry Task (one per student) • "Time Trip: Sudan's Civil War" (from Unit 1, Lesson 6; one per student) • Document camera • Comparing Historical and Fictional Experiences in Sudan note-catcher (one per student and one for the teacher) • <i>A Long Walk to Water</i> (book; one per student) • Quotations for Chalk Talk (for Teacher Reference) • Chart paper displayed around the room, each with a quote on it (four pieces; see Work Time B) • Markers (one per student) • Exit ticket (one per student) 	<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Entry Task and Review Learning Targets (5 minutes) Work Time <ol style="list-style-type: none"> Gathering Evidence to Compare Two Texts (10 minutes) Chalk Talk Protocol (10 minutes) Debrief Chalk Talk (10 minutes) Closing and Assessment <ol style="list-style-type: none"> Exit Ticket: Why Did Linda Sue Park Use Details in <i>A Long Walk to Water</i> That Did Not Really Happen? (10 minutes) Homework <i>Note: This homework was assigned in Lesson 6 and is due at Lesson 8.</i> <ol style="list-style-type: none"> <u>Reread</u> Chapters 14 and 15 and add two quotes to your Gathering Textual Evidence graphic organizer. Read Chapters 16–18 and complete the Reader's Notes (both parts) for these chapters. 	<p>Objectives:</p> <ul style="list-style-type: none"> • I can cite several pieces of evidence to support an analysis of informational text. (RI.7.1) (7.RI.KID.1) • I can analyze the development of a theme throughout a literary text. (RL.7.2) (7.RL.KID.2) • I can compare and contrast a fictional and historical account of a time, place, or character. (RL.7.9) (7.RL.IKI.9) • I can analyze how authors of fiction use or alter history based on my comparison of a fictional and historical account of the same time, place, or character. (RL.7.9) (7.RL.IKI.9) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Two-column chart from Work Time • Exit ticket <p><u>Protocols:</u></p> <ul style="list-style-type: none"> • Chalk Talk 	<p><u>Work Time A</u> <u>Work Time B</u></p> <p>Reason: In lesson 7, Work Time A will be prioritized because students will compare and contrast historical accounts and fictional accounts of historical events on the Mid-Unit Assessment. This lesson provides an opportunity for students to practice. <i>(Cycles of Practice)</i></p> <p>Notes: <i>The goal is that through this analysis, they will better understand both the history and the fiction, including how and why authors of fiction choose to alter history in order to communicate a theme to readers.</i></p>
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<p>Lesson 8 World Café to Analyze Theme and Character in <i>A Long Walk to Water</i> (Chapters 16–18)</p> <p>Lesson Vocabulary compare, contrast, point of view, juxtaposition; bewildering (98), destruction (99), aid organization (100), relief agency (100), remote (100), clinic (100), contaminated (106)</p> <p>Materials:</p> <ul style="list-style-type: none"> • Vocabulary Entry Task (one per student) • Salva/Nya anchor chart (begun in Lesson 2) • Survival anchor chart (begun in Lesson 1) • Survival anchor chart (Student’s Notes; begun in Lesson 1) • World Café materials/setup: <ul style="list-style-type: none"> – World Café protocol directions (one for document projector or charted on board) – Classroom divided into three sections, with each having enough room for one-third of the class to sit at tables in small groups of three (triads) – Table card prompts (with tables in each section having the same question and each section having a different question) – One recording chart 	<p>1. Opening A. Vocabulary Entry Task (5 minutes) B. Reviewing Reader’s Dictionary and Adding to Salva/Nya Anchor Chart (5 minutes)</p> <p>2. Work Time A. World Café (25 minutes)</p> <p>3. Closing and Assessment A. Previewing Water for South Sudan Homework Assignment (10 minutes)</p> <p>4. Homework A. Water for South Sudan Homework Assignment: read informational text and answer text-dependent and vocabulary questions.</p>	<p>Objectives:</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 development of a theme throughout a literary text. (RL.7.2) (7.RL.KID.2) • I can analyze how an author develops and contrasts the points of view of characters and narrators in a literary text. (RL.7.6) (7.RL.CS.6) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Reader’s Notes from Chapters 16-18 (from Lesson 6 homework) • Gathering Textual Evidence graphic organizer for Chapters 14-18 (from Lesson 6 homework) • World Café charts <p>Protocols: World Café</p>	<p>Work Time A</p> <p>Reason: In lesson eight, the World Café protocol (Work Time A) gives students the opportunity to synthesize their thinking around questions that have been of continuing importance: the factors that allowed Salva and Nya to survive.</p> <p><i>Notes: Review the World Café protocol prior to beginning lesson.</i></p>
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<p>for each triad</p> <ul style="list-style-type: none">– A marker for each triad• Computer and means of displaying the screen• Water for South Sudan homework assignment (one per student)			
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<p><u>Lesson 9</u></p> <p>Mid-Unit 2 Assessment: Comparing Fictional and Historical Texts</p> <p><u>Lesson Vocabulary</u> advocate; mission, transform, empower, principle, renewed (from waterforsouthsudan.org)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Vocabulary Entry Task (one per student) • Discussion Appointments in <i>Salva's Africa</i> (from Lesson 1) • Document camera • Reading Closely: Guiding Questions handout (from Lesson 2) • Mid-Unit 2 Assessment: Comparing "Water for South Sudan" and <i>A Long Walk to Water</i> (one per student) • Mid-Unit 2 Assessment: Comparing "Water for South Sudan" and <i>A Long Walk to Water</i> (Answers and Sample Responses for Teacher Reference) • <i>A Long Walk to Water</i> (book; one per student) • Vocabulary Review homework (one per student) 	<p>1. Opening A. Vocabulary Entry Task (5 minutes)</p> <p>2. Work Time A. Discussing Water for South Sudan Homework Assignment: Text-Dependent Questions (15 minutes) B. Mid-Unit 2 Assessment (20 minutes)</p> <p>3. Closing and Assessment A. Turn and Talk (5 minutes)</p> <p>4. Homework A. Vocabulary Review</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • I can cite several pieces of evidence to support an analysis of informational text. (RI.7.1) (7.RI.KID.1) • I can analyze how authors of fiction use or alter history based on my comparison of a fictional and historical account of the same time, place, or character. (RL.7.9) (7.RL.IKI.9) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Water for South Sudan Homework Assignment (text-dependent questions) • Mid-Unit 2 Assessment <p>Protocols:</p> <ul style="list-style-type: none"> • Discussion Appointment protocol 	<p><u>Work Time B</u></p> <p>Reason: In lesson nine, students will complete the Mid-Unit Assessment, and therefore, Work Time B will be prioritized.</p> <p><i>Notes:</i> <i>This assessment evaluates a student's ability to explain how and why the novel's author both used and altered historical facts.</i></p>
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<p>Lesson 10 Introducing Essay Prompt: Factors for Survival in <i>A Long Walk to Water</i></p> <p>Lesson Vocabulary factors, claim</p> <p>Materials:</p> <ul style="list-style-type: none"> • End of Unit 2 Assessment Prompt: <i>A Long Walk To Water</i> Essay (one per student) • Forming Evidence-Based Claims worksheet (adapted in collaboration with Odell Education; also see generic stand-alone document on EngageNY.org and odelleducation.com/resources) (one per student) • Document camera • Survival anchor chart (begun in Lesson 1) • Half-sheet of paper for exit ticket (one per student) 	<p>1. Opening A. Entry Task: Introducing Learning Targets and Connecting to Mid-Unit Assessment (5 minutes) B. Introducing Essay Prompt (5 minutes)</p> <p>2. Work Time A. Discussing the Prompt (10 minutes) B. Introducing the Forming Evidence-Based Claims Graphic Organizer (10 minutes) C. Completing the First Row of Forming Evidence-Based Claims Graphic Organizer (10 minutes)</p> <p>3. Closing and Assessment A. Exit Ticket (5 minutes)</p> <p>4. Homework A. Finish Row 1 of Forming Evidence-Based Claims graphic organizer.</p>	<p>Objectives:</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 development of a theme or central idea throughout a literary text. (RL.7.2)(7. RL. KID.2) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Exit ticket <p>Protocols: Close reading</p>	<p>Work Time B Work Time C</p> <p>Reason: In lesson ten, there will be a transition between the lessons on reading the novel and informational text about Sudan and the scaffolding toward the literary analysis essay that will be the assessment at the end of Unit 2</p> <p><i>Notes: In this lesson, students will fill out the Forming Evidence-Based Claims worksheet that will help them find the details that best support their claim/thesis in their essay.</i></p>
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<p><u>Lesson 11</u> Analyzing a Model Essay: “Challenges Facing a Lost Boy of Sudan”</p> <p><u>Lesson Vocabulary</u> quotes (n), claim, effective; despite, hostile, brutality, fend, daunting, parched</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Model Essay: “Challenges Facing a Lost Boy of Sudan” (one per student) • What makes a Literary Analysis Essay Effective? anchor chart (new; teacher-created; see Work Time B) • Using Quotes in Essays anchor chart (new; teacher-created; see Work Time C) • Tips on Using Quotes (one per student and one enlarged to hang in the classroom) • Gathering Textual Evidence graphic organizers (students’ completed notes from all previous Unit 2 lessons) 	<p>1. Opening A. Entry Task: Introducing Learning Targets (5 minutes)</p> <p>2. Work Time A. Examining a Model Essay: First Read and Partner Discussion (15 minutes) B. Building Criteria: “What Makes a Literary Analysis Essay Effective?” (10 minutes) C. Using Quotes in Essays (10 minutes)</p> <p>3. Closing and Assessment A. Examining “Tips on Using Quotes” Handout and Revisiting Learning Targets (5 minutes)</p> <p>4. Homework A. Select three quotes from Reader’s Notes and put them in sentences, punctuating them correctly. Continue with independent reading.</p>	<p>Objectives:</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 quote or paraphrase others’ work while avoiding plagiarism. (W.7.8) (7.W.RBPK.8) • I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.7.2) (7.L.CSE.2) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Student contributions to What Makes a Literary Analysis Essay Effective? anchor chart • Student responses to observations of how quotes are used in text <p>Protocols: Think-Pair-Share</p>	<p><u>Work Time A</u> <u>Work Time B</u></p> <p>Reason: In lesson eleven, students will be introduced to a model essay in order to prepare them to write their analytical essays for the End-Of-Unit Assessment.</p> <p><i>Notes:</i> <i>The model essay uses the text that students have read and part of the information they have been gathering on the Survival Anchor Chart</i></p>
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<p><u>Lesson 12</u></p> <p>Scaffolding for Essay: Examining a Model and Introducing the Grade 6–8 Expository Writing Evaluation Rubric</p> <p><u>Lesson Vocabulary</u> rubric, column, row; content, extent, conveys, compelling, task, insightful, comprehension, logically/illogically</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Entry Task: Learning Targets (one per student) • Document camera • Tips on Using Quotes handout (from Lesson 11) • Using Quotes in Essays anchor chart (created in Lesson 11; should be posted in classroom) • Model Essay: “Challenges Facing a Lost Boy of Sudan” (from Lesson 11) • Grade 6–8 Expository Writing Evaluation rubric (one per student) • Highlighters or colored pencils (one color per row of the rubric) • Writer’s Glossary page from Row 1 of the Rubric (one per student) • What Makes a Literary Analysis Essay Effective? Anchor chart (begun in Lesson 11; See example in Supporting Materials for additions) • Exit Ticket (one per student) 	<p>1. Opening A. Introducing Learning Targets (5 minutes) B. Homework Check (10 minutes)</p> <p>2. Work Time A. Introducing the 6–8 Expository Writing Evaluation Rubric (10 minutes) B. Analyzing the Model Essay Using the Rubric (10 minutes) C. Comparing the Rubric to “What Makes a Literary Analysis Essay Effective?” Anchor Chart (5 minutes)</p> <p>3. Closing and Assessment A. Exit Ticket (5 minutes)</p> <p>4. Homework Continue independent reading.</p>	<p>Objectives:</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 quote or paraphrase others’ work while avoiding plagiarism. I can use a standard format for citation. (W.7.2) (7.W.TTP.2) • I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6) (7.L.VAU.6) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Student homework on using quotes • Exit ticket <p><u>Protocols:</u> None</p>	<p><u>Work Time A</u> <u>Work Time B</u></p> <p>Reason: In lesson 12, students will be introduced to the 6-8 Expository Writing Rubric, which will be used to assess their drafts and final versions of their Expository essays on the End-Of-Unit 2 Assessment.</p> <p><i>Notes:</i> <i>The rubric is a great assessment tool, but both the concepts and vocabulary on the rubric are complex, therefore, this lesson will involve a close reading of the first criteria and level descriptors of the rubric.</i></p>
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<p>Lesson 13 Scaffolding to Essay: Using Details to Support a Claim</p> <p>Lesson Vocabulary command, relevant/irrelevant, concrete details, sustain, varied (variety), partially, textual evidence, consistent/inconsistent, minimal, valid/invalid</p> <p>Materials:</p> <ul style="list-style-type: none"> • Model Essay: “Challenges Facing a Lost Boy of Sudan” (from Lesson 11; one per student) • Grade 6–8 Expository Writing Evaluation rubric (from Lesson 12; one per student) • Writer’s Glossary page from Row 2 of the Rubric (one per student) • Forming Evidence-Based Claims graphic organizer (begun in Lesson 10; one per student) • Document camera • Survival anchor chart (begun in Lesson 1) • <i>A Long Walk to Water</i> (book; one per student) • What Makes a Literary Analysis Essay Effective? anchor chart (begun in Lesson 11) • Half-sheet of paper for exit ticket (one per student) 	<p>1. Opening A. Entry Task: Introducing Learning Targets (5 minutes)</p> <p>2. Work Time A. Analyzing Model Essay and “Command of Evidence” Row of Grade 6–8 Expository Writing Evaluation Rubric (10 minutes) B. Preparing Evidence Part I: Modeling the Use of the Forming Evidence-Based Claims Graphic Organizer (10 minutes) C. Preparing Evidence Part II: Completing the Forming Evidence-Based Claims Graphic Organizer (15 minutes)</p> <p>3. Closing and Assessment A. Revisiting Learning Targets and Adding to “What Makes a Literary Analysis Essay Effective?” Anchor Chart (3 minutes) B. Exit Ticket (2 minutes)</p> <p>4. Homework Complete Forming Evidence-Based Claims organizer if necessary. Continue reading in your independent reading book.</p>	<p>Objectives:</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 development of a theme or central idea throughout a literary text. (RL.7.2) (7.RL.KID.2) • I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6) (7.L.VAU.6) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Students’ work on Forming Evidence-Based Claims graphic organizer • Exit ticket <p>Protocols: None</p>	<p>Work Time A Work Time C</p> <p>Reason: In lesson 13, students will continue scaffolding towards the essay by reviewing row two’s criteria on the Grade 6-8 Expository Writing Rubric. They will need to focus on Work Time A to ensure that they understand the rubric-defined elements of strong writing.</p> <p>Work Time C will allow them to complete the Forming-Evidence Based Claims organizer that they started in lesson 10.</p> <p><i>Notes: Be sure to model the thinking needed to help students successfully understand how to use the survival factors that helped Nya and Salva meet challenged</i></p>
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<p>Lesson 14 Scaffolding for Essay: Planning Body Paragraphs for Survival Factors in <i>A Long Walk to Water</i></p> <p>Lesson Vocabulary coherence/incoherence, style, complex ideas, concepts, precise, appropriate/inappropriate, transitions, unified, enhance, exhibit, predominantly</p> <p>Materials:</p> <ul style="list-style-type: none"> • Document camera • Model Essay: “Challenges Facing a Lost Boy of the Sudan” (used in Lesson 12; prepare a fresh copy for each student for use in Lessons 14-15) • Grade 6–8 Expository Writing Evaluation rubric (from Lesson 12; one per student) • Writer’s Glossary for Row 3 of the Rubric (one per student) • Planning Your Essay sheet (one per student) • <i>A Long Walk to Water</i> (book; one per student) • What makes a Literary Analysis Essay Effective? anchor chart (from Lesson 11) 	<p>1. Opening A. Entry Task: Revisit Essay Prompt (2 minutes) B. Introducing Learning Targets (3 minutes)</p> <p>2. Work Time A. Revisiting Model Essay: Supporting Details (10 minutes) B. Analyzing Expository Writing Evaluation Rubric Row 3 (10 minutes) C. Planning Your Essay (15 minutes)</p> <p>3. Closing and Assessment A. Adding to “What Makes a Literary Analysis Essay Effective?” Anchor Chart as Needed (5 minutes)</p> <p>4. Homework A. Fill in body paragraph 2 on the Planning Your Essay worksheet.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • I can cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.7.1) (7.RL.KID.1) • I can analyze the development of a theme or central idea throughout a literary text. (RL.7.2) (7.RL.KID.2) • 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 accurately use seventh-grade academic vocabulary to express my ideas. (L 7.6) (7.L.VAU.6) <p>Ongoing Assessment Entry Task Student work on Planning Your Essay graphic organizer Teacher observation and notes as students work on Planning Your Essay graphic organizer Student contributions to What Makes a Literary Analysis Essay Effective? anchor chart</p> <p>Protocols: None</p>	<p>Work Time B Work Time C</p> <p>Reason: Lesson 14 continues to scaffold towards the End-Of-Unit 2 Assessment. Students revisit the prompt and the claim that they came to on the Forming Evidence-Based Claims Graphic Organizer.</p> <p><i>Notes:</i> <i>Students will examine row 3 of the Expository Writing Rubric and will move forth to plan how they will organize their details, quotes, and explanations of their claims so that readers can follow their essay.</i></p> <p><i>Be sure to have the “What Makes a Literary Analysis Essay Effective?” Anchor Chart posted in your classroom to reference before the End-Of-Unit 2 Assessment.</i></p>
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<p><u>Lesson 15</u> End of Unit 2 Assessment, Part 1a: Writing Body Paragraphs</p> <p><u>Lesson Vocabulary</u> ensure, accurate; conventions, standard English grammar, emerging, frequent, hinder, minimal</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • NYS Grade 6–8 Expository Writing rubric (from Lesson 12; one per student) Writer’s Glossary page from Row 4 of the NYS Rubric (one per student) • <i>A Long Walk to Water</i> (book; one per student) • Students’ Gathering Evidence graphic organizers (from throughout Unit 1 and from Unit 2, Lessons 1-8) • Survival anchor chart (begun in Lesson 1) • Students’ Planning Your Essay graphic organizer (begun in Lesson 14) • Computers (one per student) • End of Unit 2 Assessment Prompt: <i>A Long Walk to Water</i> Essay (introduced in Lesson 10; included again in the supporting materials for this lesson) 	<p>1. Opening A. Entry Task and Introducing Learning Targets (5 minutes)</p> <p>2. Work Time A. Examining Row 4 of NYS Rubric (5 minutes) B. Share and Discuss: Student Claims and Plans for Two Body Paragraphs (5 minutes) C. Completing Plan for Body Paragraph 3 (10 minutes) D. Writing Body Paragraphs for Essay (15 minutes)</p> <p>3. Closing and Assessment A. Exit Ticket: Questions You Have about Your Essay (5 minutes)</p> <p>4. Homework A. Finish the body paragraphs of your essay. Be sure that the details and quotes you plan to use are correct.</p>	<p>Objectives:</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 development of a theme or central idea throughout a literary text. (RL.7.2) (7.RL.KID.2) • 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 select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9) (7.W.RBPK.9) • I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6) (7.L.VAU.6) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Entry task • Student work on Planning Your Essay organizer • Exit ticket • Draft body paragraphs <p>Protocols:</p> <ul style="list-style-type: none"> • Cold call • Think-Pair-Share 	<p><u>Work Time D</u> <u>Work Time B</u></p> <p>Reason: In lesson 15, students will focus on Work Time D, (End-Of-Unit 2: Part 1a Assessment) which allows them to write the body paragraphs for their Expository Essay.</p> <p>Prior to writing, students will need to share out their claims and plans for two body paragraphs.</p> <p><i>Notes: Part 1 of this End-Of-Unit Assessment will be the students’ best independent on-demand draft of their essay.</i></p> <p><i>For struggling writers, you could have them write a four-paragraph essay instead of a five-paragraph essay.</i></p>
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<p><u>Lesson 16</u> End of Unit 2 Assessment, Part 1b: Writing Introduction and Conclusion</p> <p><u>Lesson Vocabulary</u> introduction, conclusion</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • What Makes a Literary Analysis Essay Effective? anchor chart (begun in Lesson 11) • •Grade 6–8 Expository Writing rubric (from Lesson 12; one per student) • Model Essay: “Challenges Facing a Lost Boy of Sudan” (from Lesson 11 and distributed again in Lesson 14; one per student) • <i>A Long Walk to Water</i> (book; one per student) • Planning Your Essay graphic organizer (students’ completed copies) • Computers (one per student) 	<p>1. Opening</p> <p>A. Introducing Learning Targets (5 minutes)</p> <p>B. Review “What Makes a Literary Analysis Essay Effective?” Anchor Chart (5 minutes)</p> <p>2. Work Time</p> <p>A. Examining Introduction and Conclusion Criteria of Rubric (10 minutes)</p> <p>B. Planning Introduction and Conclusion Paragraphs (10 minutes)</p> <p>C. Writing Introduction and Conclusion (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Checking in and Collecting Planning Materials and Drafts (5 minutes)</p> <p>4. Homework</p> <p>A. Catch up on your drafting if necessary. Continue independent reading.</p>	<p>Objectives:</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 development of a theme or central idea throughout a literary text. (RL.7.2) (7.RL.KID.2) • I can write 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 select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9) (7.W.RBPK.9) • I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6) (7.L.VAU.6) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Draft body paragraphs (from homework) • Completed essay and Planning Your Essay graphic organizer <p>Protocols:</p> <ul style="list-style-type: none"> • Think-Pair-Share • Cold call 	<p><u>Work Time C</u></p> <p>Reason: In lesson 16, students will focus on Work Time C, (End-Of-Unit 2: Part 1b Assessment) which requires students to be able to craft the introduction and the conclusion.</p> <p>Work Time B, Planning, can actually be shifted to homework to allow more class time for students to complete their introduction and conclusion.</p> <p><i>Notes:</i> <i>This lesson is written assuming that students have access to the use of computers to draft their essays in order to make revisions in Lesson 19 later.</i></p>
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<p>Lesson 17 Launching the Performance Task: Planning the Two-Voice Poem</p> <p>Lesson Vocabulary compare, contrast; (from Author's Note in <i>A Long Walk to Water</i>) fictionalized (118), depict (118), duration (118), coalition (118), displaced (118), languished (119), accord (119), autonomy (119)</p> <p>Materials:</p> <ul style="list-style-type: none"> • Vocabulary Entry Task (one per student) • Author's Note homework assignment (one per student) • Performance Task Prompt: Two voice Poem (one per student) Model Two-Voice Poem: "I Would Do Anything" (one per student) • Two voice Poem Rubric (Look ahead to Unit 3, Lesson 3 for actual rubric; see Teaching Note above) • Two voice Poem: Gathering Evidence graphic organizer (one per student) • Two voice Poem: Gathering Evidence graphic organizer (for Teacher Reference) • <i>A Long Walk to Water</i> (book; one per student) • Salva/Nya anchor chart (begun in Lesson 2) Survival anchor chart (begun in Lesson 1) • Students' Gathering Textual Evidence graphic organizer, all chapters (from Lessons 3–9; 	<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Vocabulary Entry Task (10 minutes) Work Time <ol style="list-style-type: none"> Introducing Performance Task and Selecting Organizing Ideas (15 minutes) Gathering Textual Evidence from the Novel (15 minutes) Closing and Assessment <ol style="list-style-type: none"> Turn and Talk (5 minutes) Homework <ol style="list-style-type: none"> Read Author's Note in <i>A Long Walk to Water</i>; complete vocabulary work and text-dependent questions (see Author's Note homework assignment). 	<p>Objectives:</p> <ul style="list-style-type: none"> • I can analyze how an author develops and contrasts the points of view of characters and narrators in a literary text. (RL 7.6)(7.RL.CS.6) • I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W 7.3)(7.W.TTP.3) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Two voice Poem: Gathering Evidence graphic organizer (middle three columns) <p>Protocols: Turn and talk</p>	<p>Work Time A Work Time B</p> <p>Reason: In lesson 17, Work Time A will be prioritized so that students can be introduced to their final performance task.</p> <p>Students will now be introduced to their final performance task: a research-based two-voice poem.</p> <p><i>Notes: At this point, student should have completed and submitted the drafts of their survival essays. This should put them in a position to move forward with the final performance task.</i></p>
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<p>students' completed copies)</p> <ul style="list-style-type: none">• Students' Reader's Notes, all chapters (from Lessons 2–9; students' completed copies)			
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<p><u>Lesson 18</u> Two voice Poem: Gathering Evidence graphic organizer (middle three columns)</p> <p><u>Lesson Vocabulary</u> Two voice Poem: Gathering Evidence graphic organizer (middle three columns)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Vocabulary Entry Task (one per student) • Performance Task Prompt (from Lesson 17) • Two Voice Poem: Gathering Evidence graphic organizer (from Lesson 17) • Two Voice Poem Gathering Evidence graphic organizer (for Teacher Reference) (From Lesson 17) • List of informational texts read in this module (new; teacher-created; see Work Time A) • Survival anchor chart (begun in Lesson 1) Salva/Nya anchor chart (begun in Lesson 2) • Extra copies of the informational texts that students read throughout this module (if students are not certain to have theirs) Odell Education Reading Closely for Details handout (from Lesson 2) 	<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Vocabulary Entry Task (5 minutes) Work Time <ol style="list-style-type: none"> Modeling: Gathering Evidence from Informational Texts (10 minutes) Independent Practice: Gathering Evidence from Informational Texts (25 minutes) Closing and Assessment <ol style="list-style-type: none"> Turn and Talk: Reading Closely for Details (5 minutes) Homework <ol style="list-style-type: none"> Finish the Two-Voice Poem: Gathering Evidence graphic organizer. 	<p>Objectives:</p> <ul style="list-style-type: none"> • I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) (7.RI.KID.1) • I can compare and contrast a fictional and historical account of a time, place, or character. (RL 7.9) • I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W 7.3) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Two-Voice Poem: Gathering Evidence graphic organizer (outer two columns) <p><u>Protocols:</u> None</p>	<p><u>Work Time A</u> <u>Work Time B</u></p> <p>Reason: In lesson 18, students will continue to gather details for their poem, but this time also from informational texts. It is important for students to see a model first, therefore, Work Time A is prioritized.</p> <p>They will reread the informational texts they have used so far and add evidence from these texts to the graphic organizer.</p> <p><i>Notes:</i> <i>Circulate to confer with students, whose previous work (Gathering Textual Evidence graphic organizer, first draft of essay) has indicated they struggle with identifying and analyzing textual evidence.</i></p>
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<p><u>Lesson 19</u> End of Unit 2 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"> • Document camera • What Makes a Literary Analysis Essay Effective? anchor chart (begun in Lesson 11) • Tips on Using Quotes (from Lesson 11; students' copies) • <i>A Long Walk to Water</i> (book; one per student) • Computers 	<p>1. Opening A. Review Learning Targets (5 minutes)</p> <p>2. Work Time A. Mini-Lesson: Addressing Common Errors (5 minutes) B. Return Draft Essays with Feedback (5 minutes) C. Essay Revision (28 minutes)</p> <p>3. Closing and Assessment A. Previewing Unit 3 (2 minutes)</p> <p>4. Homework Finalize your essay.</p>	<p>Objectives:</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 a writing process to ensure that purpose and audience have been addressed. (W.7.5) (7.W.PDW.5) • I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8) (7.W.RBPK.8) • I can use a standard format for citation. (W.7.8) (7.W.RBPK.8) • I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9) (7.W.RBPK.9) • I can use correct grammar and usage when writing or speaking. (L.7.1) (7.L.CSE.1) • I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. L.7.2) (7.L.CSE.2) • I can accurately use seventh-grade academic vocabulary to express my ideas. 	<p><u>Work Time B</u> <u>Work Time C</u></p> <p>Reason: In lesson 19, there are 5 minutes set aside to address common mistakes you may have noticed while grading student essays. The bulk of the lesson will be devoted to Essay revisions; therefore, Work Times B and C should be prioritized.</p> <p><i>Notes:</i> If students did not use computers to draft their essays in Lesson 16, consider giving them more time to revise and rewrite their essays. Have independent activities ready for students who finish revising early.</p>
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		<p>(L.7.6)(7.L.VAU.6)</p> <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none">• Student's final essay• Essay drafts and planner sheets <p><u>Protocols:</u></p> <p>None</p>	
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Seventh Grade Module 3: Culminating Project

Voices from Southern Sudan

Unit 3 Overview

This unit is the culmination of the study of Linda Sue Park’s novel *A Long Walk to Water* and informational texts about Southern Sudan in Units 1 and 2. Students will be pulling textual evidence from the novel and informational texts to create a two-voice poem. The poem will feature the voices of the two main characters in the novel, Salva and Nya. The mid- and end of unit assessments will prepare students for the Final Performance Task by having them look at the author’s craft using juxtaposition to illustrate the two personalities and organize their thoughts before beginning work on their poems. In preparation for creating their poems, students will also examine models of two-voice poems. Once the poems are written, they will be shared with an audience of their classmates or others beyond their classroom. Teachers will assess the finished poems using a rubric adapted from the Grade 6–8 Expository Writing Evaluation Rubric.

Mid-Unit 3 Assessment: Author’s Craft: Juxtaposition in *A Long Walk to Water*

This assessment centers on ELA CCSS RL.7.1, RL.7.2, and RL.7.6. Students will reread short sections of the novel and explain how the author of *A Long Walk to Water* develops and compares Salva’s and Nya’s point of view to convey her ideas about how people survive in South Sudan.

End of Unit 3: Assessment Using Strong Evidence

This assessment centers on ELA CCSS RI.7.1, RL.7.1, L.7.2, and W.7.9. After practicing the skill of locating evidence from informational texts to support the main ideas in their two-voice poems, students will complete the End of Unit 3 Assessment, which evaluates their ability to do this independently. Students will revisit an excerpt from *A Long Walk to Water* and encounter a new informational text about Sudan and will complete selected- and constructed-response items that ask them to select evidence from the informational text that would best support specific themes or ideas, and to justify their choice.

Unit 3 Lessons	Agenda	Daily Learning	Prioritized Task
<p><u>Lesson 1</u> Analyzing Point of View In A Long Walk to Water</p> <p><u>Lesson Vocabulary</u> juxtapose, compare, contrast</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Entry Task: Reviewing Juxtaposition (one per student) • Juxtaposition Practice handout (one per student) • <i>A Long Walk to Water</i> (book; one per student) • Salva/Nya anchor chart, with a third column added (begun in Unit 2, Lesson 2) 	<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Entry Task: Reviewing Juxtaposition (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. Juxtaposition: Modeling and Guided Practice (15 minutes) B. Juxtaposition: Partner Practice and Debrief (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Turn and Talk (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Continue with independent reading. 	<p>Objectives:</p> <ul style="list-style-type: none"> • I can analyze how an author develops and contrasts the points of view of characters and narrators in a literary text (RL.7.6 (7.RL.C6)) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Students' final drafts of their End of Unit 2 Assessment (<i>A Long Walk to Water</i> essay) • Exit ticket <p>Protocol:</p> <ul style="list-style-type: none"> • Back-to-Back and Face-to-Face 	<p><u>Work Time A</u></p> <p>Reason: In lesson one, students return to the idea of juxtaposition. Students consider how comparing and contrasting Salva's and Nya's experiences allows Park to show what factors enabled survival in Sudan.</p> <p><i>Notes:</i> Before teaching this lesson, review the Unit 3 mid-unit assessment</p>

<p><u>Lesson 2</u></p> <p>Mid Unit 3 and Planning the Two-Voiced Poem</p> <p><u>Lesson Vocabulary</u> Do not preview vocabulary for the assessment task.</p> <p>Materials:</p> <ul style="list-style-type: none"> Juxtaposition Practice handout (from Lesson 1) Mid-Unit 3 Assessment: Author's Craft: Juxtaposition in <i>A Long Walk to Water</i> (one per student) Mid-Unit 3 Assessment: Author's Craft: Juxtaposition in <i>A Long Walk to Water</i> (Answers for Teacher Reference) Two-Voice Poem: Gathering Evidence graphic organizer (from Unit 2, Lesson 17; with teacher feedback) 	<p>1. Opening A. Entry Task: Preparing for Assessment (5 minutes)</p> <p>2. Work Time A. Mid-Unit 3 Assessment (20 minutes) B. Preparing to Write Two-Voice Poem (10 minutes)</p> <p>3. Closing and Assessment A. Exit Ticket: What Is the Theme You Will Try to Convey in Your Poem? (10 minutes)</p> <p>4. Homework A. Find a book that has a map in it. You can look in our classroom library, the school library, your local library, or at home. Examine the map closely. Does it have a key? What are some of the physical features that are shown on the map?</p>	<p>Objectives:</p> <ul style="list-style-type: none"> I can cite text-based evidence to support an analysis of literary text. (RL.7.1) (7.RL.KID.1) I can determine the central ideas of informational text. (RL.7.2)(7.RL.KID.2) I can analyze the development of a central idea throughout the text (including its relationship to supporting ideas). (RL.7.2) (7.RL.KID.2) I can objectively summarize informational text. (RL.7.2) (7.RL.KID.2) I can analyze how an author develops and contrasts the points of view of characters and narrators in a literary text. (RL.7.6) (7.RL.CS.6) I can compare and contrast a fictional and historical account of a time, place, or character. (RL.7.9) (7.RL.IKI.9) I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.7.3) (7.W.TTP.3) 	<p><u>Work Time A</u></p> <p>Reason: In lesson two, students will be completing the Mid-Unit 3 Assessment, based on Nya and Salva's Point of View, and the juxtaposition of people in Sudan.</p> <p>Plan for Two-Voiced Poem if time allows.</p> <p><i>Notes:</i> In advance: Review the students' work on the Two Voice Poem Graphic Organizers to make sure all of them have successfully set a focus and gathered ideas for their poem.</p>
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<p><u>Lesson 3</u> Examining a Model Two-Voice Poem and Planning a Two-Voice Poem</p> <p><u>Lesson Vocabulary</u> cite, sources, plagiarism, parenthetical citation</p> <p>Materials:</p> <ul style="list-style-type: none"> • Entry task (one per student) • Model Two-voice Poem: “I Would Do Anything” (one per student; from Unit 2, Lesson 17) • Works Cited page (one per student) • Document camera • Two-voice poem rubric (one per student) • Two-voice Poem Planner: Model Poem “I Would Do Anything” (one per student) • Two-voice Poem Planner (one per student) • Exit ticket (one per student) 	<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Review Model Poem and Learning Targets (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. Citations in the Two- Voice Poem (5 minutes) B. Analyzing the Model Poem (15 minutes) C. Planning the Two-Voice Poem (10 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Exit Ticket: Citing Your Sources (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Finish poem planner and Works Cited list. 	<p>Objectives:</p> <ul style="list-style-type: none"> • I can analyze how an author develops and contrasts the points of view of characters and narrators in a literary text. (RL 7.6) (7.RL.CS.6) • I can cite several pieces of text-based evidence to support an analysis of informational text. (RI 7.1) (7.RI.KID.1) • I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense.(W 7.3) (7.W.TTP.3) <p><u>Ongoing Assessment</u> <u>Exit ticket</u></p> <p><u>Protocol:</u> None</p>	<p><u>Work Time B</u> <u>Work Time C</u></p> <p>Reason: In lesson three, students will begin by analyzing the Model poem.</p> <p>They will then proceed to use the Gathering Evidence graphic organizer to continue planning for their Two-Voiced Poem. Work Times B and C are prioritized to build up to the end of the unit poetry reading in lesson 6.</p> <p>Notes:</p>
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<p><u>Lesson 4</u> Peer Critique: Use of Evidence in the Two-Voice Poem</p> <p><u>Lesson Vocabulary</u> critique, incorporate feedback</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Entry task (one per student) • Peer Critique Expectations and Directions (one to display) • Peer Critique recording form (one per student) • Document camera • Sample poem for revision (one to display; see Teaching Note above) • Peer Critique recording form for sample poem (for Teacher Reference) 	<p>1. Opening A. Review Learning Targets Entry Task (5 minutes)</p> <p>2. Work Time A. Self Expectations for Peer Critique (5 minutes) B. Peer Critique Protocol (20 minutes) C. Incorporating Peer Feedback to Revise Two-Voice Poem (10 minutes)</p> <p>3. Closing and Assessment A. Revisit Learning Targets (3 minutes) B. Reminder about End of Unit Assessment (2 minutes)</p> <p>4. Homework A. Revise Two-Voice Poem</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5) (7.W.PDW.5) • 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"> • Two-voice poem drafts <p><u>Protocol:</u> Peer Critique Protocol</p>	<p><u>Work Time B</u> <u>Work Time C</u></p> <p>Reason: In lesson four, students will be introduced to the process of conducting peer critiques. Critiques simulate the experiences students will have in the workplace and thus help build a culture of achievement in your classroom. Work Times B and C are being prioritized to infuse constructive feedback into the classroom, and to help students to improve their poems.</p> <p><i>Notes:</i> Pair students up for two-voice poem work. Post: Peer Critique Expectations and Directions</p>
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<p><u>Lesson 5</u></p> <p>End of Unit 3 Assessment: Using Strong Evidence</p> <p><u>Lesson Vocabulary</u> Cite, ellipses</p> <p>Materials: Entry task (one per student) End of Unit 3 Assessment: Using Strong Evidence (one per student) End of Unit 3 Assessment: Using Strong Evidence (Answers for Teacher Reference) Document camera Model Two-Voice Poem: “I Would Do Anything” (from Unit 2, Lesson 17; one for display and one per student if needed) Colored pencils</p>	<p>1. Opening A. Entry Task: Preparing for End of Unit 3 Assessment (5 minutes)</p> <p>2. Work Time A. End of Unit 3 Assessment (20 minutes) B. Conventions in the Two-Voice Poem (10 minutes)</p> <p>3. Closing and Assessment A. Review Learning Targets (10 minutes)</p> <p>4. Homework A. Revise two-voice poem for conventions. Publish final draft of two-voice poem (type it or nicely rewrite it). Bring all two-voice poem work to turn in (Gathering Evidence graphic organizer, poem planner, final draft of the poem). B. Practice reading your poem aloud before you come back to class. Reading it to your family would be a great way to share your work with them.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) (7.RI.KID.1) I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) (7.RI.KID.1) I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9) (7.W.RBPK.9) I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.7.2)(7.L.CSE.2) <p><u>Ongoing Assessment</u> End of Unit 3 Assessment</p> <p><u>Protocols:</u> None</p>	<p><u>Work Time A</u></p> <p>Reason: In lesson five, students will complete the End of Unit 3 Assessment</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> Note it may be somewhat confusing to students that there is a “model” poem (an exemplar, used in most lessons) as well as a “sample” poem (which includes mistakes, and was used in Lesson 4 as an alternative to having a student volunteer share his/her work).
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<p><u>Lesson 6</u></p> <p>Performance Task: Two-Voice Poem Readings</p> <p><u>Lesson Vocabulary</u> audible, varied, precise</p> <p>Materials:</p> <ul style="list-style-type: none"> • Entry Task (with poetry reading rubric) (one per student) • Poetry Reading rubric (for Teacher Reference) • Module 1 Reflection (one per student) 	<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Review Learning Targets Entry Task (5 minutes) Work Time <ol style="list-style-type: none"> Two-Voice Poetry Readings (25 minutes) Celebration (5 minutes) Closing and Assessment <ol style="list-style-type: none"> Module Reflection and Collect Final Poems (10 minutes) Homework 	<p>Objectives:</p> <ul style="list-style-type: none"> • I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL 7.4) (7. SL.PK1.4) • I can use correct grammar and usage when writing or speaking. (L 7.1) (7.L.CSE.1) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Two-voice poems <p><u>Protocols:</u> None</p>	<p><u>Work Time A</u></p> <p>Reason: In this final lesson six, students will read their two voice poems to the class.</p> <p>Reading their poems aloud will help students continue to build their reading fluency</p> <p><i>Notes:</i> • <i>To make the reading go smoothly, consider posting the order of readings somewhere in the classroom.</i></p> <p><i>If there's time (these poems are short), they could practice with a partner before performing.</i></p> <p><i>In advance: Consider changing the setup of your room to simulate a coffee shop or theater for the students' poetry reading.</i></p>
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