All Green on EdReports

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Print Components Sampler

Grade 7 | Module 1

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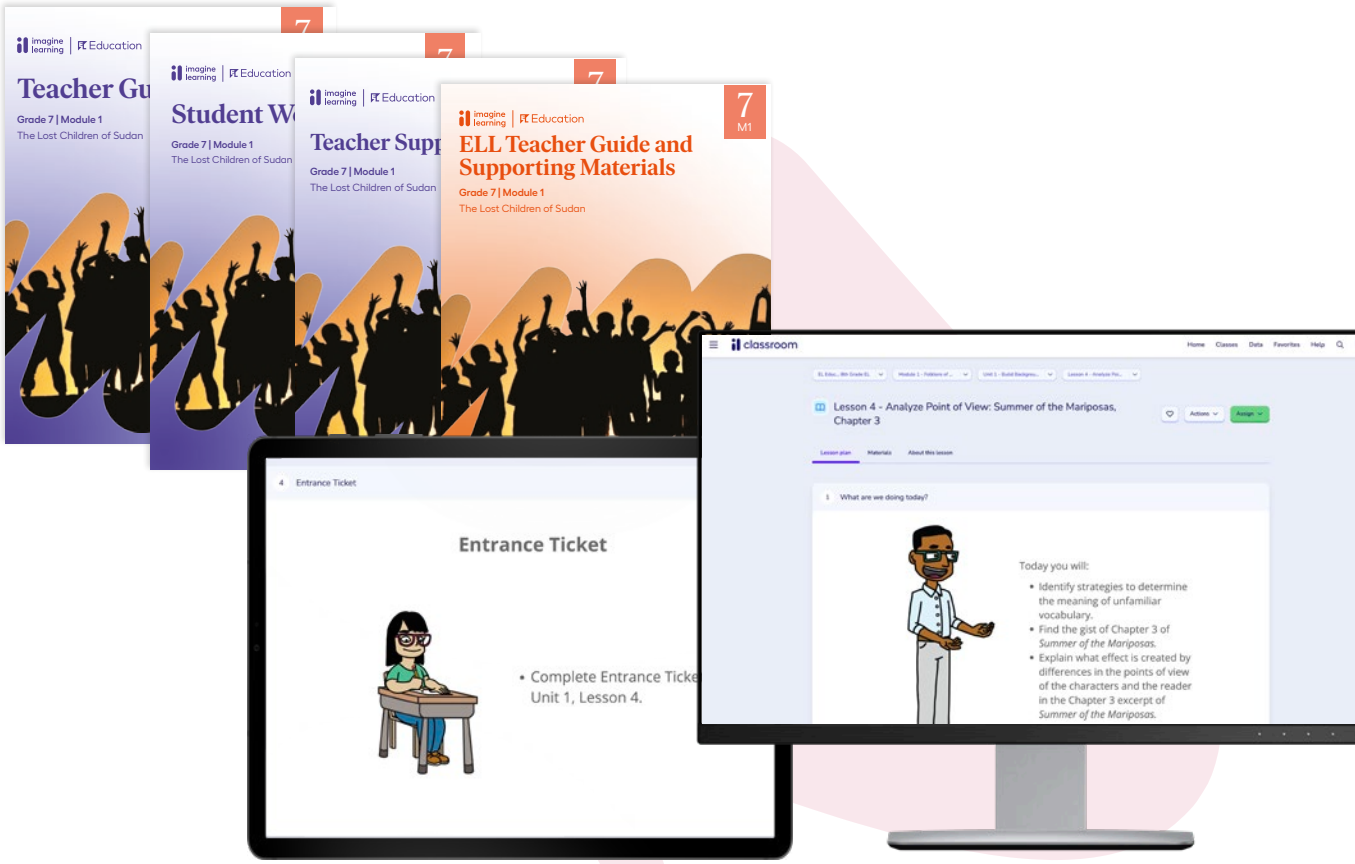
Table of Contents

High-Quality Content-Based Literacy Instruction	4
Curriculum Materials for Grade 6–8	5
Guiding Principles of EL Education	6
A Proven Instructional Model	8
The Imagine Learning Difference	10
Module Teacher Guide	11
Module Teacher Supporting Materials	59
Module ELL Teacher Guide	69
Module Student Workbook	85



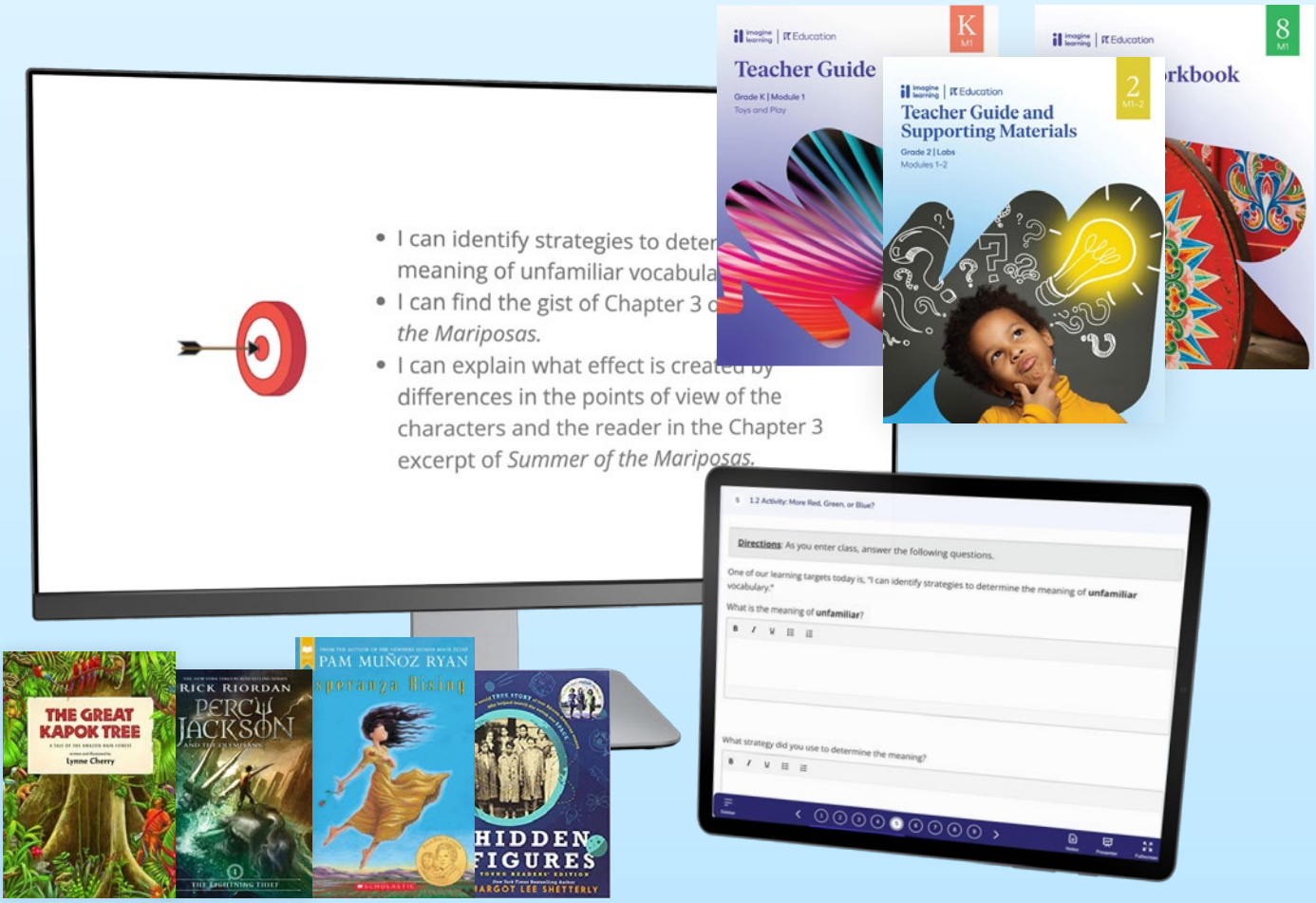
High-Quality Content-Based Literacy Instruction

Created by teachers for teachers, the Imagine Learning EL Education curriculum is a content-based, research-informed, core language arts program for Grades K–8. It features:

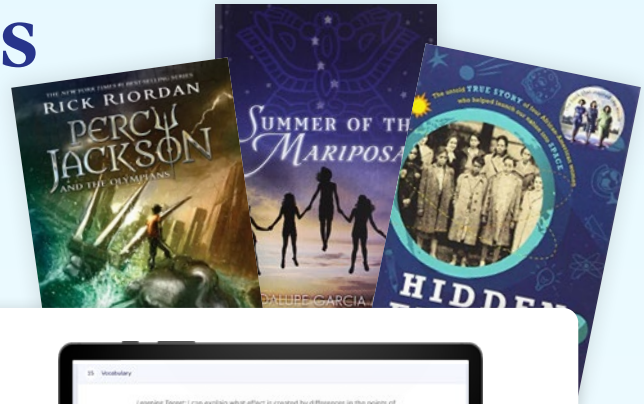
- Compelling, real-world content with engaging, complex texts
- Standards-based instruction to support the mastery of knowledge and skills
- Lessons and instruction designed to build habits of character
- A focus on producing high-quality student work
- Structured phonics to support foundational skills development
- Professional development to ensure implementation with integrity

A Platform that Supports Teachers

Our innovative platform empowers educators to spend more time teaching and less time planning. Teachers can more easily plan lessons with rich resources and instructional supports, while robust data and reporting allow them to differentiate instruction for students' needs.



Curriculum Materials
for Grade 6–8

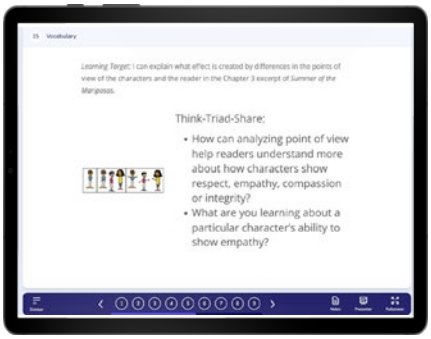


The Imagine Learning EL Education curriculum offers optional print in addition to materials available on the Imagine Learning Classroom platform.

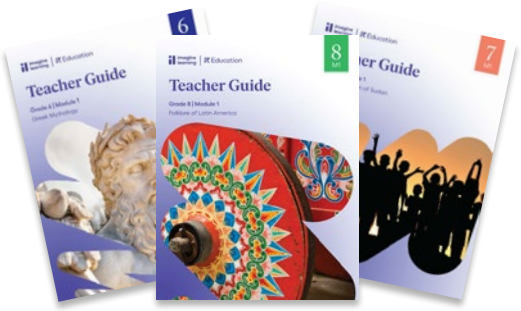
Module Lessons

(60 minutes of daily instruction)

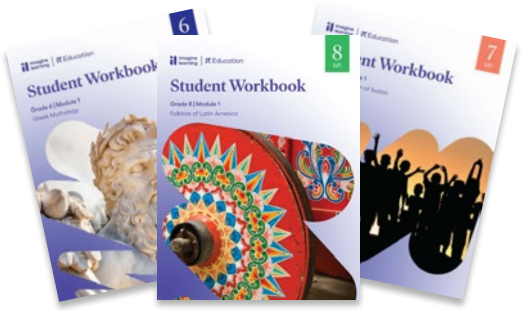
Explicitly teach and formally assess reading comprehension, writing, speaking and listening, and language.



Imagine Learning EL Education features 4 modules of content-based literacy instruction per grade



Teacher Guides
Modules 1–4
(1 book per module)



Student Workbooks
Modules 1–4
(1 book per module)

Teacher Supporting Materials
Modules 1–4
(1 book per module)

ELL Teacher Guide and Supporting Materials
Modules 1–4
(1 book per module)

Guiding Principles of EL Education

EL Education's curriculum centers around key guiding principles that support educators and students in their learning both inside and outside of the classroom.

Equity Matters

All children deserve an education that fosters their unique abilities, provides real opportunities to achieve high academic standards, and prepares them to take their place in society when they leave school. That's why EL Education's curriculum rests on a foundation of equity with the Dimensions of Student Achievement.

MASTERY OF KNOWLEDGE & SKILLS
Standards-aligned instruction and assessment
Focus on critical thinking, communication, and deeper learning

HIGH-QUALITY STUDENT WORK
Demonstrates complexity, craftsmanship, and authenticity
Evident in performance tasks, conversations, and responses to prompts

CHARACTER
Tools to become effective, ethical learners who work to make the world a better place
Integrated focus on developing charater within lesson context

Backward Design

EL Education centers around the guiding principle of backward design, meaning instructional planning keeps the end in mind and educators assess all along the way.

Substantive Content Matters

While students develop a deepening understanding of cross-curricular content – science, social studies, or literature – they simultaneously acquire all the key literacy standards of reading, writing, speaking, and listening, carefully embedded within the lessons.

Diverse and Inclusive Settings

The curriculum recognizes that students learn from one another and respect one another when they learn together in the same environment. In addition, teachers have various learning needs in the classroom, so the curriculum provides numerous supports and resources to differentiate instruction for all learners, from students with learning disabilities to those who need academic extensions.

Promote Student Thinking, Collaboration, and Respect

Clear and simple protocols and conversation cues support rich, purposeful, and collaborative conversations that deepen learning and allow students to appreciate diverse perspectives.

Students Own Their Learning

Students using EL Education become active learners with an agency in their education. They set goals, assess their own learning, and use feedback from peers, themselves, and their teachers to make progress.

Families and Guardians Are Partners

Students learn best when families can be part of the educational journey. The curriculum supports the home-to-school connection with various resources to encourage and extend learning at home.

Curriculum as Powerful Professional Development

The EL Education curriculum provides ample resources and opportunities for teachers to build on their existing expertise and improve their ability to make strong instructional decisions during planning and while teaching. In addition, with Imagine Learning, educators have access to ongoing professional learning and customer support to implement EL Education with integrity.

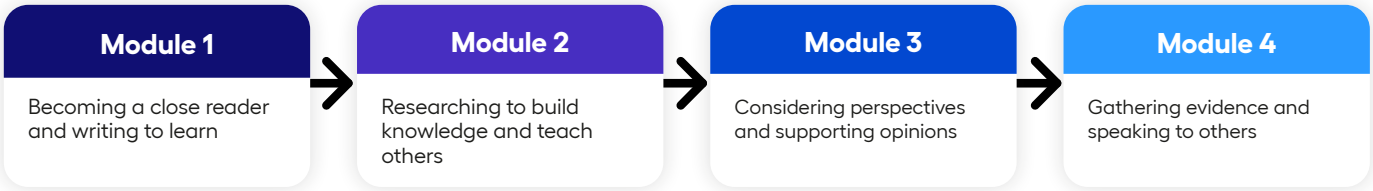
A Proven Instructional Model

Students engage in a consistent instructional routine centered around content-rich modules with compelling real-world examples. Students move from building background knowledge to extended reading and research and finally to extended writing. Each lesson and unit follow a cycle designed to give students time to process a text.

Imagine Learning EL Education is carefully structured to build literacy skills across K–8. Lessons provide a consistent focus on academic standards mastery for reading, writing, speaking, and listening.

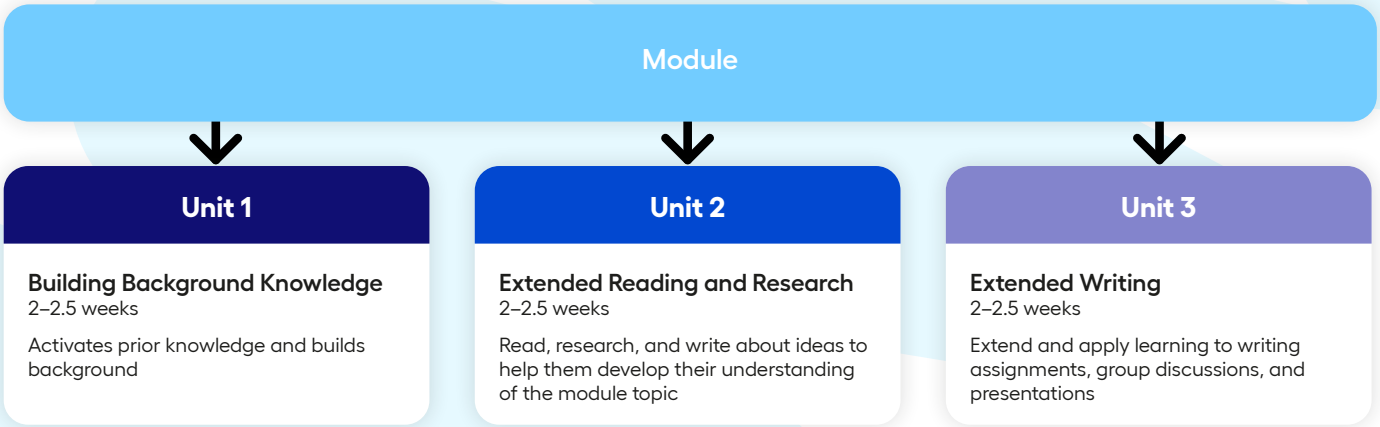
Literacy Instruction

Every grade has four modules, each comprising eight to nine weeks of instruction. These modules offer one hour of content-based literacy instruction to dive deep into the module topics.

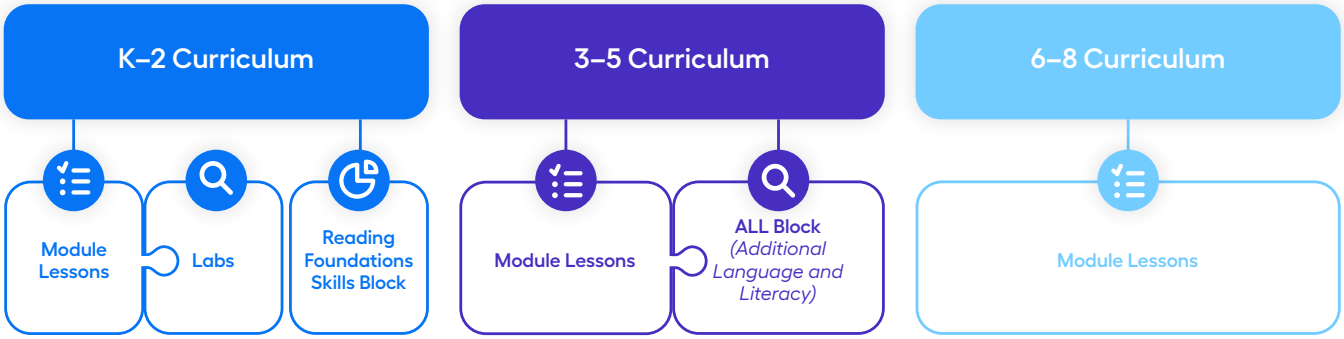


Module Example from Grades 3–5

Each module includes three units to build profound content knowledge on a topic or text.



EL Education Content Based Language Arts Curriculum



Grades K–2

In grades K–2, teachers have access to core literacy instruction through module lessons. In addition, there are areas for students to expand their learning through hands-on exploration and opportunities to build foundational reading skills.

READING FOUNDATIONS SKILLS BLOCK

This structured phonics program teaches and assesses all reading foundations standards and language standards associated with spelling and letter formation. Lessons and assessments offer one additional hour of foundational skills development.

LABS

Optional labs help reinforce literacy skills, content knowledge, and habits of character taught in the module lessons with hands-on exploration and inquiry-based lessons.

Grades 3–5

In grades 3–5, teachers have access to core literacy instruction through module lessons, plus an additional hour of practice through ALL Block.

ADDITIONAL LANGUAGE AND LITERACY (ALL) BLOCK

The **ALL Block** provides extra literacy and language practice for students, reinforcing the skills they learn in the module lessons. Teachers can use this time to differentiate instruction.

The ALL Block module focuses on five components:

- Accountable independent reading
- Additional work with complex texts
- Reading and speaking fluency
- Writing practice
- Word study/vocabulary

Grades 6–8

In grades 6–8, teachers have access to literacy instruction through module lessons, as well as additional English Learner instructional support.

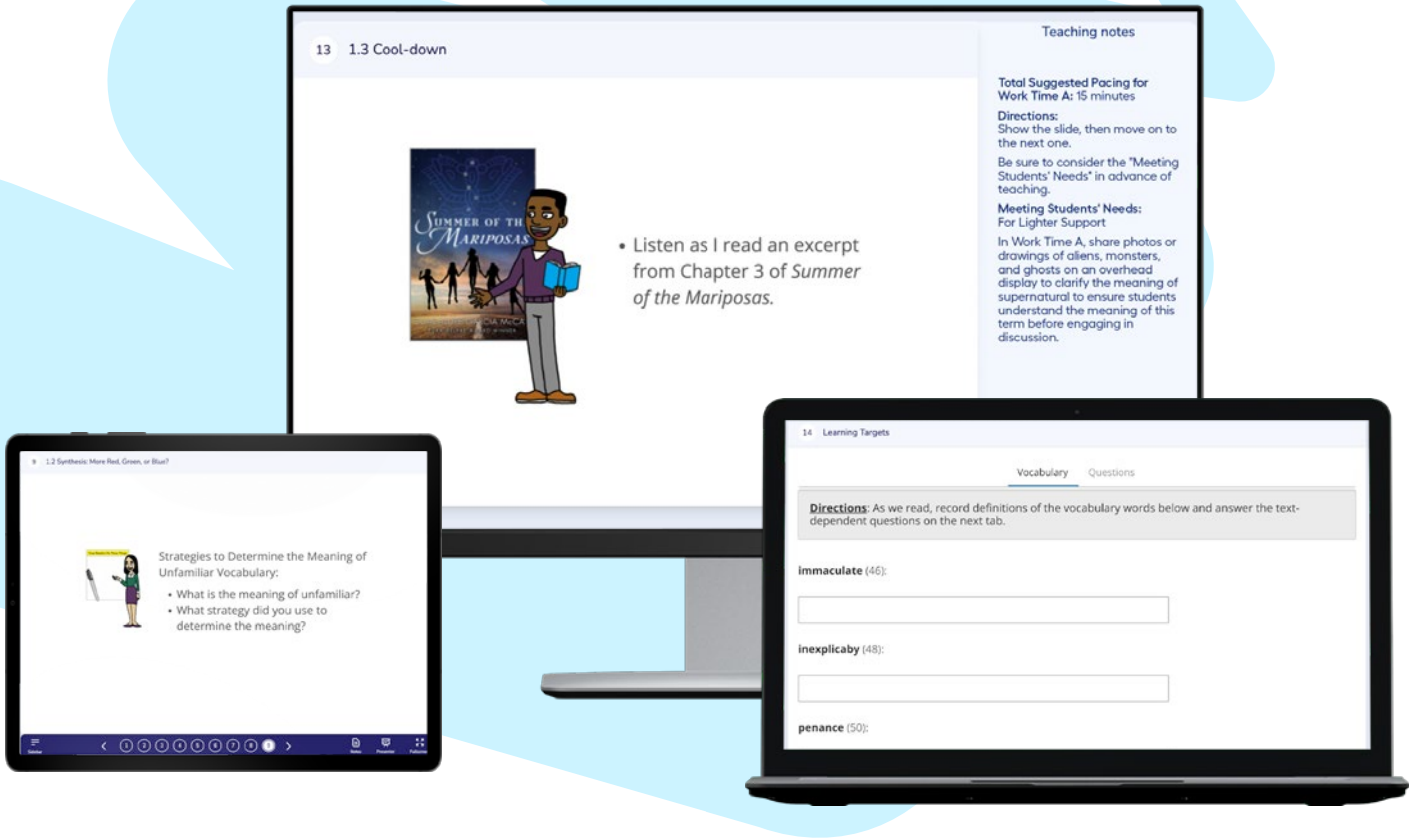
The Imagine Learning Difference

The highest quality English language arts curriculum, powered by a best-in-class digital delivery

Our unique platform allows teachers to connect with individual students, engage creatively, and customize the curriculum for greater impact. It's a tool that amplifies teachers' best instincts, better equipping them to do the same for their students.

The platform provides:

- ✓ Organized, classroom-ready curriculum and content to support teaching and learning
- ✓ Customizable lessons and assessments for flexibility and personalization
- ✓ Robust data and reporting to differentiate instruction to student needs
- ✓ Seamless integration with your district's LMS
- ✓ Hands-on platform training for teachers and leaders to implement with integrity



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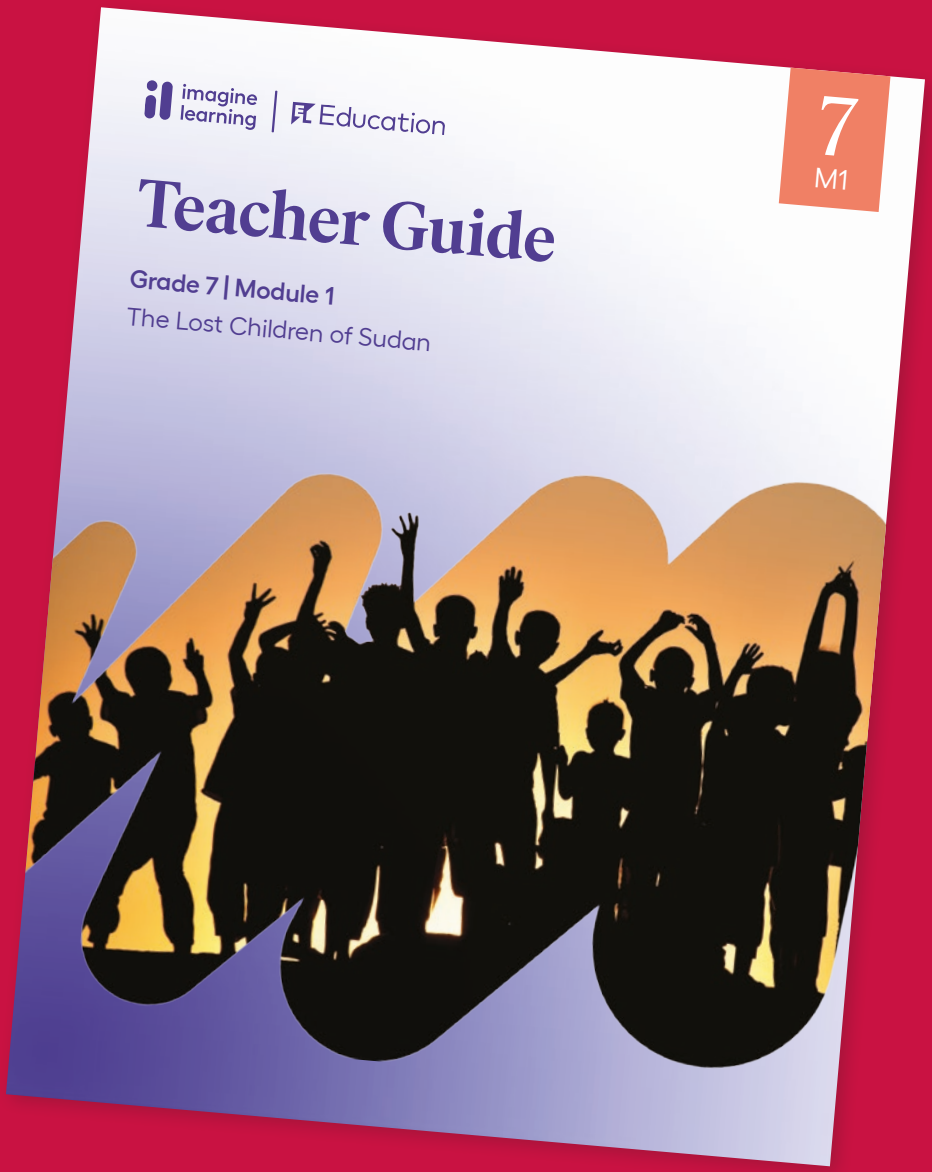
Module Teacher Guide

Sample



Grade 7 Curriculum Map

	Module 1	Module 2	Module 3	Module 4
Focus	Reading, Writing, and Speaking Grounded in Evidence	Researching to Build and Present Knowledge	Analyzing, Interpreting, and Evaluating Text	Researching to Write and Present Arguments
Title	The Lost Children of Sudan	Epidemics	The Harlem Renaissance	Plastic Pollution
Description	Students launch the year developing their ability to analyze narratives about the Lost Children of Sudan. Students conduct research and develop first their informative writing skills by comparing a fictional to a historical account. Then, students develop their narrative writing skills to create their own stories about a Lost Child of Sudan and the lessons revealed through their journeys.	Students read to develop background knowledge about epidemics in many forms: historical and current, medical and social. While students learn about the scientific investigation and medical intervention in these outbreaks, they also focus on the social and cultural responses to develop a model of how best to respond to challenging circumstances. Students research and develop a podcast about an epidemic that concerns them or their community, sharing the dynamic podcast complete with sound effects and music with others beyond the classroom.	Students explore drama, poetry, song, art, stories, and dance to understand and appreciate this cultural renewal. Students read articles and short biographies to build knowledge about the collaboration among writers, musicians, and artists; the social and political context of the 1900s for black Americans; and the legacy of the Harlem Renaissance. Students write literary argument essays about themes across several works from the Harlem Renaissance. Then, they develop a Harlem Renaissance exhibit of several works connected by theme and including one contemporary work that students choose or create themselves to demonstrate the legacy of the Harlem Renaissance.	Students close the year by reading about and researching plastic pollution in informational film, text, articles, and online resources. Through these texts, students explore solutions for plastic pollution at different points in the life cycle of plastic. Students write an argument essay about which point in the plastic life cycle is most effective for solving plastic pollution. Then, students develop an action plan they can enact through research, advocacy, or personal commitment. They conclude the module and year by creating a documentary film clip that conveys their argument, action plan, and conclusions about plastic pollution that they can share with their community and even the world beyond.

	Module 1	Module 2	Module 3	Module 4
Texts and Resources (central text[s] in bold)[1]	• ***A Long Walk to Water***, Linda Sue Park (RL 720L; one per student) • "The Lost Boys of the Sudan," *The State of the World's Children 1996*. (RI; included in the module materials) • *God Grew Tired of Us*, Dir. Christopher Quinn (RI film; one per classroom) • *Nasreen's Secret School: A True Story of Afghanistan*, Jeanette Winter (RI ebook AD630L; one per classroom) • *Brothers in Hope: The Story of the Lost Boys of Sudan*, Mary Williams (RL 610L; one per classroom) • "The 'Lost Girls' of Sudan," Ishbel Matheson. *BBC News*. (RI; included in the module materials) • "One Day I Had to Run," John Deng Langbany (RI; included in the module materials) • *A Long Walk to Water*, Brilliance Audio (RL audiobook; one per classroom) • "The Need," *Water for South Sudan* (RI; included in the module materials)	• ***Patient Zero***, Marilee Peters (RI 1010L; one per student) • "Kindness Contagion," Jamil Zaki. *Scientific American*. (RI; included in the module materials) • "Social Contagion: Conflicting Ideas," *The Economist Magazine* (RI; included in the module materials) • "Are Social Epidemics Real?" EL Education (RI 960L; included in the module materials) • "Disease Detective," Marylou Tousignant. *National Geographic Extreme Explorer*. (RI; included in the module materials)	• ***One Last Word: Wisdom from the Harlem Renaissance***, Nikki Grimes (RL NP; one per student) • "Harlem Renaissance Packet," EL Education (RI 940L–1070L; one per student) • *Shuffle Along*, Flournoy Miller and Aubrey Lyles (RL drama; one per student) • *Shuffle Along*, Eubie Blake (RL CD; one per classroom) • "National Hymn (Lift Every Voice and Sing)," James Johnson Weldon (RL poetry; one per student) • "I Shall Return," Claude McKay (RL poetry; one per student) • "His Motto," Lottie Burrell Dixon. *The Upward Path*. (RL 970L; one per student) • "The Boy and the Bayonet," Paul Laurence Dunbar. *The Upward Path*. (RL 1110L; one per student)	• ***Trash Vortex***, Danielle Smith-Llera (RI 1120L; one per student) • *A Plastic Ocean*, Craig Leeson (RI film; one per classroom) • "Five Weird Materials That Could Replace Plastic," Jessica Hullinger. *The Week*. (RI 1010L; included in the module materials) • "Five Things You Can Do to End Plastic Pollution," Anjali Acharya. *World Bank*. (RI 1240L; included in the module materials) • "Boyan Slat: The Great Pacific Garbage Patch Kid," Pat Betteley. *Faces Magazine*. (RI 1070L; included in the module materials)
Lexile®	Common Core Band Level Text Difficulty Ranges for Grades 6–8[2]: 925L–1185L			
Performance Task	**Product:** Illustrated Ebook: Lost Boys and Girls of Sudan **Format:** Illustrated ebook **CCSS:** RI.7.1, W.7.2, W.7.3, W.7.4, W.7.5, W.7.6, W.7.9, W.7.9b, W.7.10, L.7.6	**Product:** A Podcast of an Epidemic **Format:** Podcast **CCSS:** W.7.6, SL.7.4, SL.7.5, L.7.1	**Product:** Harlem Renaissance Museum Collection **Format:** Museum collection presentation **CCSS:** RL.7.2, RL.7.4, RL.7.5, W.7.1, W.7.4, W.7.5, W.7.6, W.7.10, SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3	**Product:** Plastic Pollution Documentary Clip **Format:** Digital video clip **CCSS:** W.7.1, W.7.3, W.7.6, SL.7.4, SL.7.5, SL.7.6, L.7.1

[1] Texts are listed in this order: literature first, then informational texts. Both categories shown from most to least quantitatively complex (based on Lexile®). See the Required Trade Books and Resources Procurement List for ISBNs, etc.
[2] Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf

Unit-Level Assessments (ELA CCSS)

	Module 1	Module 2	Module 3	Module 4
Mid-Unit 1	**Title:** Analyze Setting, Plot, and Point of View: *A Long Walk to Water*, Chapter 6 **Format:** Selected and constructed response **CCSS:** RL.7.1, RL.7.3, RL.7.4, RL.7.6, RL.7.10, L.7.4, L.7.6	**Title:** Analyze Structure: *Patient Zero*, Pages 41–44 **Format:** Selected and constructed response **CCSS:** RI.7.1, RI.7.4, RI.7.5, RI.7.10, L.7.4, L.7.6	**Title:** Compare and Contrast Versions of "Lift Every Voice and Sing" **Format:** Selected and constructed response **CCSS:** RL.7.1, RL.7.4, RL.7.7, RL.7.10, L.7.5a, L.7.6	**Title:** Analyze Techniques and Argument in a Video **Format:** Selected and constructed response **CCSS:** RI.7.7, SL.7.2, SL.7.3
End of Unit 1	**Title:** Part I: Analyze Development of Theme: *A Long Walk to Water*, Chapter 9 **Format:** Selected and constructed response **CCSS:** RL.7.1, RL.7.2, RL.7.10 **Title:** Part II: Text-Based Discussion: Themes: *A Long Walk to Water* **Format:** Text-based discussion **CCSS:** RL.7.1, RL.7.2, SL.7.1a, SL.7.1b, SL.7.1c	**Title:** Analyze Individuals, Events, and Ideas: *Patient Zero*, Chapter 4 **Format:** Selected and constructed response **CCSS:** RI.7.1, RI.7.3, RI.7.4, RI.7.10, L.7.6	**Title:** Analyze Structure, Language, and Theme: "I Shall Return" **Format:** Selected and constructed response **CCSS:** RL.7.1, RL.7.2, RL.7.4, RL.7.5, RL.7.10, L.7.5c, L.7.6	**Title:** Analyze Author's Point of View and Purpose: *Trash Vortex* **Format:** Selected and constructed response **CCSS:** RI.7.1, RI.7.2, RI.7.6, RI.7.10, L.7.4a
Mid-Unit 2	**Title:** Research to Answer a Question **Format:** Selected and constructed response **CCSS:** RI.7.1, RI.7.2, W.7.7, W.7.8, SL.7.2	**Title:** Part I: Read and Analyze Argument: "Are Social Epidemics Real?" **Format:** Note-catcher **CCSS:** RI.7.1, RI.7.8, RI.7.10, L.7.6 **Title:** Part II: Text-Based Discussion: Analyze Argument: "Are Social Epidemics Real?" **Format:** Text-based discussion **CCSS:** RI.7.1, SL.7.1, L.7.6	**Title:** Analyze Story Elements and Point of View: "The Boy and the Bayonet," Part III **Format:** Selected response **CCSS:** RL.7.1, RL.7.3, RL.7.6, RL.7.10, L.7.4a	**Title:** Analyze How Authors Present Evidence Differently **Format:** Selected response **CCSS:** RI.7.2, RI.7.4, RI.7.6, RI.7.9, RI.7.10, L.7.4a, L.7.5b

	Module 1	Module 2	Module 3	Module 4
End of Unit 2	**Title:** Compare and Contrast *A Long Walk to Water* and "The 'Lost Girls' of Sudan" **Format:** Informative essay **CCSS:** RL.7.1, RL.7.9, RI.7.1, W.7.2, W.7.4, W.7.6, W.7.9, W.7.10	**Title:** Part I: Write an Informative Essay: Social and Medical Epidemics **Format:** Informative essay **CCSS:** RI.7.1, RI.7.2, W.7.2, W.7.4, W.7.5, W.7.6, W.7.10, L.7.1, L.7.2, L.7.6 **Title:** Part II: Tuning Protocol and Revision **Format:** Revisions **CCSS:** W.7.5	**Title:** Part I: Write a Literary Argument Essay **Format:** Literary argument essay **CCSS:** W.7.1, W.7.6, W.7.9a, W.7.10 **Title:** Part II: Revise and Edit **Format:** Revisions **CCSS:** W.7.5, L.7.1a, L.7.1b	**Title:** Part I: Write an Argument Essay **Format:** Argument essay **CCSS:** W.7.1, W.7.5, W.7.6, W.7.9b, W.7.10 **Title:** Part II: Revise an Argument Essay **Format:** Revisions **CCSS:** W.7.5, L.7.1c, L.7.2 **Title:** Part III: Modify Phrases and Coordinate Adjectives (optional) **Format:** Selected and constructed response **CCSS:** L.7.1c, L.7.2
Mid-Unit 3	**Title:** Compare Audio to Text: *A Long Walk to Water*, Chapter 1 **Format:** Selected and constructed response **CCSS:** RL.7.1, RL.7.7	**Title:** Research to Answer a Question **Format:** Selected and constructed response; online research and note-taking **CCSS:** RI.7.1, RI.7.3, RI.7.4, W.7.7, W.7.8, L.7.4a, L.7.6	**Title:** Analyze Structure, Language, and Theme: "The Sculptor" **Format:** Selected and constructed response **CCSS:** RL.7.2, RL.7.4, RL.7.5, L.7.4a	**Title:** Revise and Edit Documentary Script **Format:** Revisions **CCSS:** W.7.5
End of Unit 3	**Title:** Write a Narrative about a Lost Boy or Girl of Sudan **Format:** Narrative children's book **CCSS:** W.7.3, W.7.4, W.7.6, W.7.10	**Title:** Present Podcast Script **Format:** Presentation **CCSS:** SL.7.4, SL.7.6, L.7.3, L.7.6	**Title:** Present Museum Exhibit **Format:** Presentation **CCSS:** SL.7.4, SL.7.5, SL.7.6	**Title:** Documentary Pitch **Format:** Presentation **CCSS:** SL.7.4, SL.7.5, SL.7.6

Common Core State Standards for ELA & Literacy Formally Assessed, by Module

- In the Curriculum Map on the following pages, any specific CCSS with a check mark indicates that standard is formally assessed in the given module.
- Some standards are formally assessed in multiple modules.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RL.1, RI.1). Refer to the Unit-at-a-Glance in the Unit Overview to determine which standards are addressed (even if not formally assessed) in the instruction of each lesson.

What can we learn from those who have survived the greatest tragedies and become even more determined to help others? How can we share these kinds of stories to inspire and educate? In this module, students develop their ability to analyze narratives and create their own stories as they learn about the Lost Boys and Girls of Sudan and the lessons revealed through their journeys.

Students begin Unit 1 reading the novel *A Long Walk to Water*. The focus of the reading is on how the setting shapes the characters and plot, how an author develops and contrasts the points of view of different characters in the text, and how themes are developed throughout the story. As they analyze and discuss the text, students also create discussion norms in order to have productive discussions about the text at the end of the unit.

Students begin Unit 2 researching to answer the questions generated while reading *A Long Walk to Water* during Unit 1, including questions about the Lost Girls of Sudan. While researching, they determine two or more central ideas in informational texts and provide objective summaries of them. Students also watch clips of the documentary *God Grew Tired of Us* about The Lost Boys of the Sudan, analyzing the main ideas and supporting details and explaining how the ideas clarify what they have been researching. In the second half of the unit, students write a compare and contrast essay looking at how an informational text about the Lost Children of Sudan and the novel treat similar subject matter.

Students begin Unit 3 comparing *A Long Walk to Water* to the audiobook version of the text, exploring how authors and readers develop tone, mood, and expression. Students draw on this exploration as they start the second half of the unit, planning and then writing a narrative children's ebook about a Lost Boy or Girl of Sudan. Through mini lessons and independent planning work, students focus on developing characters, settings, plot points, and narrative techniques such as pacing, description, and dialogue. For their performance task, students refine their narratives and convert them into ebooks to publish and share with others, especially elementary school children.

Notes from the Designer

A Long Walk to Water contains references to sensitive topics such as war (including the violent death of family members and children), displacement, family separation, hunger, dehydration (including death from lack of water), refugee camps, violent deaths from wild animals, and serious illness of family members. These issues must be carefully and sensitively discussed to give students context as they read the story. Speak with students and families in advance, especially those who may have sensitivity to topics discussed.

Guiding Questions and Big Ideas

Guiding questions and big ideas can be literacy and/or content based and drive the "So what?"/"Who cares?" for students.

Who are the Lost Children of Sudan, and what is their story?

- *The second Sudanese civil war displaced millions of people, including hundreds of thousands of Lost Boys and thousands of Lost Girls who walked through Southern Sudan, Ethiopia, and Kenya in search of a safe haven.*
- *Some of the Lost Boys were sent to the United States to begin new lives in safety.*
- *Most of the Lost Girls remained in the refugee camps, many of them working as unpaid servants for refugee families and/or being married off against their will.*

What are the habits of character the Lost Children used to survive?

- *The Lost Children persevered to overcome the hardships of war, starvation, thirst, displacement, and threats by wild animals. Many of them show respect, empathy, and integrity as they help each other survive these same hardships. Some of them have also become leaders in the United States or in their home country (like Salva and his organization Water for South Sudan), using their strengths to help others grow, helping care for their environment and shared spaces, and using their learning to do so.*
- *In Sudan there are water scarcity issues, which means many people do not have easy access to clean water. As a result, most girls and women persevere to walk all day to get water. They also show empathy and respect as they care for others as many people get sick from dirty water, which is the only water readily available.*

Content Connections

This module is designed to address English Language Arts standards and to be taught during the literacy block. But the module intentionally incorporates Social Studies content that may align to additional teaching during other parts of the day. These intentional connections are described below.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

- D1.5.6–8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
- D2.Civ.6.6–8. Describe the roles of political, civil, and economic organizations in shaping people's lives.
- D2.Geo.2.6–8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
- D2.Geo.4.6–8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
- D2.Geo.6.6–8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- D2.His.1.6–8. Analyze connections among events and developments in broader historical

- D3.1.6–8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- D3.2.6–8. Evaluate the credibility of a source by determining its relevance and intended use.
- D4.2.6–8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- D4.3.6–8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., internet, social media, and digital documentary).
- D4.5.6–8. Critique the structure of explanations.
- D4.6.6–8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
- D4.7.6–8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.

Texts and Resources

Required Trade Books and Resources[1]	Unit 1	Unit 2	Unit 3
1. Park, Linda Sue. *A Long Walk to Water: Based on a True Story*. Houghton Mifflin Harcourt, 2010. (one per student)	✓	✓	✓
2. Park, Linda Sue. *A Long Walk to Water*. Brilliance Audio, 2015. Audiobook. (one per classroom)			✓
3. *God Grew Tired of Us*. Dir. Christopher Quinn. Sony Pictures Home Entertainment, 2007. (DVD; one per classroom)		✓	
4. Williams, Mary. *Brothers in Hope*. Lee & Low, 2005. (one per classroom)			✓
5. Winter, Jeanette. *Nasreen's Secret School: A True Story from Afghanistan*. Beach Lane Books, 2009. Ebook. (one per classroom)*			✓
Additional Texts (provided in curriculum materials)	**Unit 1**	**Unit 2**	**Unit 3**
6. "The Lost Boys of the Sudan." The State of the World's Children 1996. Copyright © 1996 UNICEF. (one per student)	✓		
7. Matheson, Ishbel. "The 'Lost Girls' of Sudan." *BBC News World Edition*. 7 June 2002. Web.		✓	
8. Langbany, John Deng. "One Day I Had to Run." *One Day I Had to Run*, edited by Sybella Wilkes. Millbrook Press, 1994.		✓	
Recommended Texts (for volume of reading on the module topic)			
See the 6–8 Recommended Texts list for suggestions of books, article, and videos on the module topic.			

[1] See stand-alone Required Trade Books and Resources Procurement List for procurement details, including the number of copies of each text.

* The ebook edition of *Nasreen's Secret School* is used as a model for the Grade 7: Module 1 Performance Task, for which students create an illustrated ebook to share with a younger audience. If students will be completing this task using digital tools, the ebook should be procured as a model. If digital tools for the Performance Task are unavailable, a copy of the print edition (978-1416994374) can be substituted to support students in making a picture book on paper.

Independent Research Reading

- The ability to read and comprehend texts is the heart of literacy instruction. Comprehension is taught, reinforced, and assessed in the module lessons.
- In this module, students read research texts independently for homework. For accountability, students draw on this research to answer questions they generate about the novel.

Module-at-a-Glance

Module-at-a-Glance summaries provide the gist of modules and units, including the number of lessons, and the assessment structure and standards.

Unit 1

Unit 1: Build Background Knowledge: The Lost Boys of the Sudan

Weeks 1–2 (Lessons 1–8)

Students begin reading *A Long Walk to Water*, focusing on how the setting shapes the characters and plot, and how an author develops and contrasts the points of view of different characters in the text.

- Mid-Unit 1 Assessment: Analyze Setting, Plot, and Point of View: *A Long Walk to Water*, Chapter 6

Weeks 2–3 (Lessons 9–16)

Students analyze how themes have developed throughout the story so far and prepare for their end of unit assessment discussion by generating discussion norms and practicing discussions.

- End of Unit 1 Assessment, Part I: Analyze Development of Theme: *A Long Walk to Water*, Chapter 9
- End of Unit 1 Assessment, Part II: Text-Based Discussion: Themes: *A Long Walk to Water*

Unit 2

Unit 2: Write to Inform: The Lost Children of South Sudan

Weeks 4–5 (Lessons 1–6)

Students read informational texts to identify central ideas and answer questions about *A Long Walk to Water*. Students also watch clips from the documentary *God Grew Tired of Us* to deepen their knowledge of the topic and develop skills for analyzing multimedia. Students are also introduced to research protocols for answering questions about *A Long Walk to Water*.

- Mid-Unit 2 Assessment: Research to Answer a Question

Weeks 5–6 (Lessons 7–14)

Students plan and then draft their compare and contrast essays, focusing on how *A Long Walk to Water* and an informational text they've read in this unit treat similar subject matter.

- End of Unit 2 Assessment: Compare and Contrast *A Long Walk to Water* and "The 'Lost Girls' of Sudan"

Unit 3

Unit 3: Write to Raise Awareness: The Lost Children of South Sudan

Week 7 (Lessons 1–5)

Students begin Unit 3 comparing *A Long Walk to Water* to the audiobook version of the text, exploring how authors and readers develop tone, mood, and expression. Also, they begin planning a narrative children's book about a Lost Boy or Girl of Sudan.

- Mid-Unit 3 Assessment: Compare Audio to Text: *A Long Walk to Water*, Chapter 1

Week 8 (Lessons 6–10)

Students finish planning their narratives and draft them in preparation for completing their performance task, in which they convert their narratives into ebooks to share with elementary school students.

- End of Unit 3 Assessment: Write a Narrative about a Lost Boy or Girl of Sudan
- Performance Task: Create an Ebook

Technology & Multimedia

Tool	Purpose	Suggested Use	Website URL
Online word processing	Completing note-catchers	• Students complete their note-catchers and write their essays and narratives.	http://eled.org/0158
Speech-to-text/ text-to-speech	Aiding students in reading, writing, and note-taking	• Students listen to audio (or text-to-speech) versions of texts to assist with fluency and comprehension. They also use speech-to-text technology to assist with writing and note-taking.	Many newer devices already have this capability; there are also free apps for this purpose, including http://eled.org/0143.
Online illustration	Creating images online	• Students create images for their ebooks.	http://eled.org/0146
Free stock image resources	Downloading/using images	• Students search for and download images for use in their ebooks.	http://eled.org/0147
Ebook creation platform	Building ebooks	• Students convert their narratives into ebooks.	http://eled.org/0145

Refer to each Unit Overview for more details, including information about what to prepare in advance.

Mid-Unit 1 Assessment

Analyze Setting, Plot, and Point of View: *A Long Walk to Water*, Chapter 6

This assessment centers on CCSS ELA RL.7.1, RL.7.3, RL.7.4, RL.7.6, RL.7.10, L.7.4, and L.7.6. Students read a new chapter from *A Long Walk to Water*. Then students use strategies to determine the meanings of unfamiliar words in selected response questions. Students also respond to short response questions, analyzing how setting shapes plot and characters and how the author develops and contrasts points of view. Students make sure to include textual evidence to support their responses throughout the assessment.

End of Unit 1 Assessment

Part I: Analyze Development of Theme: *A Long Walk to Water*, Chapter 9

This assessment centers on CCSS ELA RL.7.1, RL.7.2, and RL.7.10. Students read a new chapter of *A Long Walk to Water*. Students then answer selected and short response questions to demonstrate their understanding of how the author develops theme in the chapter and throughout the novel. Then they write an objective summary of the chapter.

Part II: Text-Based Discussion: Themes: *A Long Walk to Water*

This assessment centers on CCSS ELA RL.7.1, RL.7.2, SL.7.1a, SL.7.1b, and SL.7.1c. Students read chapter 12 of *A Long Walk to Water*, updating their Text-Based Discussion note-catcher with themes and evidence from the chapter. Students then complete the end of unit assessment, in which they participate in a group discussion about themes in *A Long Walk to Water*, quoting accurately from the text.

Mid-Unit 2 Assessment

Research to Answer a Question

This assessment centers on CCSS ELA RI.7.1, RI.7.2, W.7.7, W.7.8, and SL.7.2. For Part I of the assessment, students watch a clip of *God Grew Tired of Us* and answer selected response questions related to the main ideas and supporting details in the video clip. Then students complete Part II of their mid-unit assessment as they research online to answer a question about *A Long Walk to Water*.

End of Unit 2 Assessment

Compare and Contrast *A Long Walk to Water* and "The 'Lost Girls' of Sudan"

This assessment centers on CCSS ELA RL.7.1, RL.7.9, RI.7.1, W.7.2, W.7.4, W.7.6, W.7.9, and W.7.10. Students write the essays they have been planning over the previous several lessons. In their essays, students draw on evidence to compare and contrast the novel *A Long Walk to Water* and the informational article "The 'Lost Girls' of Sudan" to analyze how the author of the novel uses or alters history.

Mid-Unit 3 Assessment

Compare Audio to Text: *A Long Walk to Water*, Chapter 1

This assessment centers on CCSS ELA RL.7.1 and RL.7.7. Students compare an excerpt from the audio version of *A Long Walk to Water* with an excerpt from the text from chapter 1, comparing the effects of the techniques used in the different versions.

End of Unit 3 Assessment

Write a Narrative about a Lost Boy or Girl of Sudan

This assessment centers on CCSS ELA W.7.3, W.7.4, W.7.6, and W.7.10. Students write the narratives they have been planning over the previous several lessons. Students then draw on their Narrative Writing Plan graphic organizers and the evidence they have collected throughout the module from *A Long Walk to Water* and related texts to draft a narrative that showcases the habits of character that a Lost Boy or Girl of Sudan demonstrated in his or her journey.

Summary of Task

Illustrated Ebook: Lost Boys and Girls of Sudan

Throughout Unit 3, students plan, write, and revise a narrative for third-grade, elementary school students telling the story of a Lost Boy or Girl of Sudan. For the performance task, students create an illustrated ebook for their narrative with an informative foreword explaining the context of the story (the second Sudanese civil war) and the habits of character evident in the story they have written.

Format

Illustrated ebook

Standards Addressed through This Task

The performance tasks at the end of every module are neither formative nor summative assessments. They are not formative since they come at the end of the module, concluding students' learning about the module topic and the literacy skills they have built over eight or nine weeks. However, they are also not summative because they are heavily scaffolded to help students create high-quality work and so are not a strong measure of what students can do independently. For these reasons, we do not recommend analyzing performance tasks with the same lens you might use to analyze assessments. Consider looking at students' performance tasks through the lens of the attributes of high-quality student work (authenticity, complexity, craftsmanship):

- **RI.7.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **W.7.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **W.7.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **W.7.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- **W.7.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)
- **W.7.6:** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

- **W.7.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.7.9b:** Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
- **W.7.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **L.7.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Student-Friendly Writing Invitation/Task Description

Throughout Unit 3, you planned, wrote, and revised a narrative telling the story of a Lost Boy or Girl of Sudan for third-grade, elementary school students. Now you are going to create an illustrated ebook of your story, including a foreword explaining the second Sudanese civil war and the habits of character evident in the story you have written.

Key Criteria for Success (Aligned with CCSS ELA)

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a criteria list by which their work will be critiqued and formally assessed.

Your illustrated ebook will include

- a cover page with title,
- an informative author's note describing your research and the habits of character evident in the story you have written,
- a story about a Lost Boy or Girl,
- multimedia-like images and software to make an ebook,
- the chance to present to younger students (spread into manageable chunks for elementary school students to understand), and
- thoughtful use of transitions and pacing throughout.

Options for Students

- Extension (literacy and digital): Students could record an audio version of their narrative to accompany their ebook page by page.
- If other ebook-making programs are not available, students could use a program like PowerPoint or Google Slides to create their ebook.
- Students could work in pairs to create an ebook, sharing the workload of creating illustrations.
- Students could create the illustrations by hand or digitally. For students who can't or don't have the time to draw or find images, another option is for teachers or students to find images online. Students can then modify these images by changing size, shape, and coloring, which will allow them to match the tone and content of their narratives and to take pride in producing beautiful work. Finally, if none of these options work, students can use the illustrations of *A Long Walk to Water* by Jim Averbeck provided in the Unit 1, Lesson 6 Teacher Supporting Materials.

Options for Teachers

- If possible, partner with an art teacher for students to begin creating illustrations for their narratives in art class. ▲ If necessary for context, share with the art teacher the illustrations from the children's book *Brothers in Hope: The Story of the Lost Boys of Sudan* by Mary Luana Williams. Or, if students have access to or can be given access to art supplies, they can create their illustrations for homework. Students will have a sense of the illustrations they want to create beginning in Unit 3, Lesson 4. Encourage them to use any medium to create the illustrations (paint, marker, crayon, colored pencil, torn paper, photographs, etc.).
- If technology is not available for students to create ebooks, students could create handwritten picture books instead.
- Students could share ebooks with elementary school students in a launch event at a school, local library, or bookstore.

Unit 1: Build Background Knowledge: The Lost Boys of the Sudan

Students begin Unit 1 by reading the novel *A Long Walk to Water*. The focus of the first half of the unit of reading is catching questions about the conflict described and analyzing how the setting shapes the characters and plot and how an author develops and contrasts the points of view of different characters in the text. In the second half of the unit, students begin to analyze how themes have developed throughout the story so far. Students also create discussion norms in order to have productive discussions about the text at the end of the unit.

A Long Walk to Water contains references to sensitive topics such as war (including the violent death of family members and children), displacement, family separation, hunger, thirst (including death from lack of water), refugee camps, violent deaths from wild animals, and serious illness of family members. These issues must be carefully and sensitively discussed to give students context as they read the story. Speak with students and families in advance, especially those who may have sensitivity to topics discussed.

In this unit, students begin to read literary nonfiction texts at their level as they choose independent research reading texts. There are Independent Reading Sample Plans in online resources with ideas on how to launch independent reading. Students should complete 20 minutes of independent research reading for homework when they are not reading a chapter from the anchor text. Students should also continue independent research reading over weekends.

The 4 Ts is the framework that drove the design of the module. They are highly interrelated and interact dynamically at every level of the module—for the module as a whole, for each unit, and even for discrete lessons.

The 4 Ts

TOPIC	TASK
Discovering The Lost Boys of the Sudan: Building Background Knowledge: The Lost Boys of the Sudan	Complete selected and constructed response questions to analyze how setting shapes plot and characters and how the author develops and contrasts points of view. Participate in text-based discussion about the development of themes in *A Long Walk to Water*.
TARGETS	**TEXTS**
RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.10, SL.7.1a, SL.7.1b, SL.7.1c, L.7.4, L.7.6	*A Long Walk to Water* by Linda Sue Park "The Lost Boys of the Sudan"

CCS Standards

Below are the standards that are formally assessed in this unit.

Reading—Literature

- **RL.7.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.7.2:** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RL.7.3:** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- **RL.7.4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- **RL.7.6:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- **RL.7.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Speaking and Listening

- **SL.7.1a:** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- **SL.7.1b:** Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- **SL.7.1c:** Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

Language

- **L.7.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- **L.7.4a:** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- **L.7.4b:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
- **L.7.4c:** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- **L.7.4d:** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

- **L.7.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Habits of character connect students' growth as learners to their growth as people. They are explicitly embedded in lessons as both a means to help students master knowledge and skills and an important end in themselves.

Habits of Character | Social-Emotional Learning Focus

Central to the EL Education curriculum is a focus on "habits of character" and 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, and collaboration). Students also work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, and compassion).

In this unit, as students read *A Long Walk to Water*, they witness evidence of respect, empathy, collaboration, and perseverance and discuss what these look and sound like in the text. Also, students focus on respect, empathy, and compassion as they respond to one another's ideas and skills in written work and in discussions. Students also focus on collaboration and taking initiative during discussions. They practice integrity and perseverance as they work independently on assessments. They take responsibility for their own learning as they track progress on their assessments.

Unit-at-a-Glance

This unit is approximately 3 weeks, or 16 sessions, of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 1 RL.7.1, RI.7.1,	**Discover Our Topic: The Lost Children of Sudan** **Opening** A. Engage the Learner – RI.7.1 (5 minutes) **Work Time** A. Infer the Topic – RI.7.1 (15 minutes) B. Introduce the Performance Task and Module Guiding Questions (10 minutes) C. Launch the Text: *A Long Walk to Water* (10 minutes) **Closing and Assessment** A. Reflect on Learning Targets – SL.7.1 (5 minutes) **Homework** A. Read and Reflect: Students complete Homework: Module Guiding Questions anchor chart to read and reflect on the guiding questions for the module. With their family, they talk about how the questions make them feel and why, and what the questions make them think about. Students can sketch or write their reflections. B. Preread Anchor Text: Students should preread chapter 1 of *A Long Walk to Water* in preparation for studying the chapter in the next lesson. In this lesson, students participate in the Infer the Topic protocol by engaging with the texts they will read throughout the module. Also, students encounter the performance task and the guiding questions for the module, as well as the module's anchor text.	• I can use evidence to infer the topic of this module from the resources. (RL.7.1, RI.7.1)	• Work Time A: Infer the Topic: I Notice/I Wonder note-catcher (RL.7.1, RI.7.1)

Unit-at-a-glance summaries outline the gist of lessons including the standards, learning targets, and work products students will create.

Focus standards are the focus of explicit instruction in lessons in preparation for assessments.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 2 RL.7.1, L.7.4, L.7.4c	**Establish Reading Routines: *A Long Walk to Water*** **Opening** A. Engage the Learner – L.7.4c (5 minutes) B. Reflect on the Module Guiding Questions – SL.7.1 (10 minutes) **Work Time** A. Read *A Long Walk to Water*, Chapter 1 – RL.7.1 (20 minutes) B. Find the Gist: *A Long Walk to Water*, Chapter 1 (5 minutes) **Closing and Assessment** A. Reflect on Learning Targets (5 minutes) **Homework** A. Answer Selected Response Questions: Students complete Homework: Selected Response Questions: *A Long Walk to Water*, answering selected response questions about plot unfolding in chapter 1 of *A Long Walk to Water* and identifying the strategies used to answer the questions. B. Preread Anchor Text: Students should preread chapter 2 of *A Long Walk to Water* in preparation for studying the chapter in the next lesson. The lesson begins with students exploring the learning targets and discussing the difference between academic and domain-specific words. Students also gain instruction in and practice using a dictionary as a strategy for determining the meaning of unfamiliar vocabulary. Then, students reflect on the module guiding questions. Finally, students begin reading the anchor text of the module, *A Long Walk to Water*, noting new vocabulary and recording the gist of chapter 1.	• I can determine the difference between academic and domain-specific vocabulary. (L.7.4) • I can show empathy and respect as I listen to my classmates. • I can use evidence from the text to find the gist of chapter 1 of *A Long Walk to Water*. (RL.7.1)	• Opening A: Vocabulary logs (L.7.4c) • Opening B: Module Guiding Questions anchor chart and Work to Become Ethical People anchor chart • Work Time A: Questions about *A Long Walk to Water* anchor chart (RL.7.1) • Work Time B: Sticky notes (RL.7.1)

Lesson 1: Discover Our Topic: The Lost Children of Sudan

CCS Standards

Focus standards are the focus of explicit instruction in lessons in preparation for assessments.

Focus Standards

These are the standards the instruction addresses.

- RL.7.1, RI.7.1

Supporting Standards

These are the standards that are incidental—no direct instruction in this lesson, but practice of these standards occurs as a result of addressing the focus standards.

- RL.7.10, SL.7.1, SL.7.1a, SL.7.1b

Daily Learning Targets

Daily Learning Targets are goals for lessons shared with students. They are derived from the standards and written in student-friendly language.

- I can use evidence to infer the topic of this module from the resources. (RL.7.1, RI.7.1)

Ongoing Assessment

Ongoing assessment items are work products students complete in the lesson. They are used to determine student progress toward the standards in parentheses.

- Entrance Ticket: Unit 1, Lesson 1 (RI.7.1)
- Work Time A: Infer the Topic: I Notice/I Wonder note-catcher (RL.7.1, RI.7.1)

Agenda

1. **Opening**
   A. Engage the Learner – RI.7.1 (5 minutes)
2. **Work Time**
   A. Infer the Topic – RI.7.1 (15 minutes)
   B. Introduce the Performance Task and Module Guiding Questions (10 minutes)
   C. Launch the Text: *A Long Walk to Water* (10 minutes)
3. **Closing and Assessment**
   A. Reflect on Learning Targets – SL.7.1 (5 minutes)
4. **Homework**
   A. Read and Reflect: Students complete Homework: Module Guiding Questions anchor chart to read and reflect on the guiding questions for the module. With their family, they talk about how the questions make them feel and why, and what the questions make them think about. Students can sketch or write their reflections.
   B. Preread Anchor Text: Students should preread chapter 1 of *A Long Walk to Water* in preparation for studying the chapter in the next lesson.

Teaching Notes

Teaching notes contain key information about the lesson. They support lesson preparation and help you make informed decisions, including how and where to adapt the curriculum to your classroom and students.

Alignment to Assessment Standards and Purpose of Lesson

- Instruction of focus assessment standards occurs in the following:
  - RL.7.1 – In Work Time A of this lesson, students use evidence from literary texts to infer the topic of the module.
  - RI.7.1 – In Work Time A of this lesson, students use evidence from informational texts to infer the topic of the module.
- In Work Time B, students encounter the performance task and the guiding questions for the module, as well as the module's anchor text. The Performance Task anchor chart (for teacher reference) and all performance task materials are included in the Performance Task Overview and Resources.
- In Work Time C, students explore the anchor text *A Long Walk to Water*, noticing and wondering about text and graphic features.
- In Closing and Assessment A, students use the Think-Pair-Share protocol to engage in a collaborative discussion about their academic mindsets.
- In this lesson, students do not collect new vocabulary independently. Instead, the class collects new vocabulary on the academic word wall. Students are introduced to their vocabulary logs in the future, where they will collect vocabulary from the texts they read.
- In this lesson, students engage in a protocol. A protocol consists of agreed-upon, detailed guidelines for reading, recording, discussing, or reporting that ensure equal participation and accountability in learning. Protocols are an important feature of our curriculum because they are one of the best ways we know to engage students in discussion, inquiry, critical thinking, and sophisticated communication. Students engage in the following new protocol in this lesson (instructions for which appear at the first point of use in the lesson and in the Classroom Protocols document online):
  - **Think-Pair-Share** promotes productive and equitable conversations, where all students are given the time and space to think, share, and consider the ideas of others. It ensures that all students simultaneously engage with the same text or topic, while promoting synthesis and the social construction of knowledge.
- In this lesson, students also engage in several total participation techniques. Total participation techniques are used to solicit answers to questions or prompts from a wide variety of students. Rather than just calling on those students who may have their hands raised, these total participation techniques challenge and hold accountable all students. In this lesson, students engage in the following new total participation techniques (instructions for which appear at the first point of use in the lesson):
  - **Turn and Talk** is one of the easiest, quickest, and most efficient means of creating collaboration among students. It can be used practically at any time, anywhere, in a lesson in any content area.
  - **Cold Call** serves as an engaging and challenging yet supportive way to hold students accountable for answering oral questions, regardless of whether a hand is raised. Cold Call requires students to think and interact with the question at hand, even if they're not sure of the answer. Cold Call also promotes equity in the classroom; students who normally dominate the discourse step back and allow other students to demonstrate their knowledge and expertise.

- **Thumb-O-Meter** helps visualize student comfort level or readiness in relation to a learning target or aspect of their work using their thumb. Adjust the instruction accordingly.
- **Red Light, Green Light** helps visualize student comfort level or readiness in relation to a learning target or aspect of their work, using objects, colors, locations, or shared metaphors. Adjust the instruction accordingly.
- **Equity Sticks** ensure academic equity by physically tracking who has been called upon or interacted with during the course of the class. This is especially useful during whole-class discussions or while working with large groups of students.

- This lesson is the first that includes built-out instruction for the use of Goal 1 Conversation Cues. Conversation Cues are questions that promote productive and equitable conversation (adapted from Michaels, Sarah and Cathy O'Connor. *Talk Science Primer*. TERC, 2012. http://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf. Based on Chapin, Suzanne, et al. *Classroom Discussions: Using Math Talk to Help Students Learn, Grades K–6*. 2nd ed., Math Solutions Publications, 2009). Goal 1 Conversation Cues encourage all students to talk and be understood. As the modules progress, Goals 2, 3, and 4 Conversation Cues are gradually introduced. To review the complete set of cues, refer to Overview–Conversation Cues on the Tools Page (http://eled.org/tools). Provide students with a thinking journal or scrap paper. Examples of the Goal 1 Conversation Cues are (with expected responses):
  - After any question that requires thoughtful consideration and allows time for students to think and process language internally:

    "I'll give you time to think and write or sketch."

    "I'll give you time to discuss this with a partner."
  - To help students share, expand, and clarify thoughts:

    "Can you say more about that?"

    "Sure. I think that _____."

    "Can you give an example?"

    "OK. One example is _____."

    "So, do you mean _____?"

    "You've got it./No, sorry, that's not what I mean. I mean _____."

- Conversation Cues are similar to discussion norms, which are introduced in a future lesson, in that they seek to foster productive and collaborative conversation. Furthermore, Conversation Cues aim to ensure equitable conversation by gradually building student capacity to become productive, collaborative participants. Goal 1 Conversation Cues focus on the fundamentals of encouraging students to talk and be understood. Goals 2–4 take students to deeper levels of conversation, from listening to others, to deepening their thinking, to thinking with others. (SL.7.1a, SL.7.1b) ▲
- Students are introduced to academic mindsets in Closing and Assessment A of this lesson. Academic mindsets refer to the motivational components that influence a student's desire and will to engage in learning. Research shows that academic mindsets are a better

predictor of student success than any other determining factor. Students will develop an understanding of all four as the module progresses. The Academic Mindsets are listed below:

1. I belong in this academic community.
2. I can succeed at this.
3. My ability and competence grow with my effort.
4. This work has value for me.

- At the end of the lesson, distribute the Homework Resources and review the format of the document and this lesson's specific assignment with students.

Opportunities to Extend Learning

- During Work Time A, observe student interaction and allow them to grapple. Provide supportive frames and demonstrations only after students have grappled with the task. Observe the areas in which they need additional support.
- After Work Time B, invite students to reflect on additional examples of stories about refugees.

How It Builds on Previous Work

- If students have worked on EL Education modules in previous grades, this module will build on those foundations.

Support All Students

- Students may need additional support reading the text excerpts in the Infer the Topic protocol during Work Time A. Invite students to help each other by reading the excerpts aloud to each other.
- Note there is a differentiated version of Infer the Topic: I Notice/I Wonder note-catcher used in Work Time A in the separate Teacher's Guide for English Language Learners. ▲
- In this lesson, pair ELLs with a native speaker to support their comprehension. In addition, consider strategic grouping for ELLs at this point in the year, and continue to vary grouping according to the task over the year. Pair ELLs with a partner who has more advanced or native language proficiency. The partner with greater language proficiency can serve as a model in the pair, initiating discussions and providing implicit sentence frames, for example. ▲
- *A Long Walk to Water* includes depictions of war, poverty, death, and the experiences of refugees. These issues may be sensitive for students, and some students may connect with these topics personally or deeply. After reading these sections of the text for the gist, students have time to reflect. Monitor students and determine if there are issues surfacing that need to be discussed in more detail as a whole group, in smaller groups, or independently. Reflections may be personal, and students are not required to share them.
- Where possible, invite students to share their own experiences or understandings of Africa, and ensure they recognize that Africa is a huge continent containing many countries. Ensure they recognize that Sudan is just one country in this continent and that this topic is focused on one specific event in the country's history.

Assessment Guidance

- Monitor students' I Notice/I Wonder note-catchers in Work Time A to ensure they are on the right track for inferring what the module is about at the end of the Infer the Topic protocol.

Down the Road

- In the next lesson, students will spend some time discussing their reflections on the module guiding questions. Students will read and discuss the first chapter of *A Long Walk to Water* and also begin considering what it means to be "ethical" in the context of the classroom and in relation to the materials they are reading. Their engagement with the text and classroom discussions in this lesson will help prepare them for deeper analysis of the novel in the following lessons.

In Advance outlines the necessary preparation that needs to happen before a lesson to ensure the lesson runs smoothly.

In Advance

- During all interaction, be aware that partnering with, looking at, talking with, or touching a different gender may be uncomfortable and inappropriate for some students. In addition, some students may believe it is inappropriate to speak with other students of another gender at all during class. In advance, speak with students to determine their needs, and if necessary, seek alternative arrangements for students according to their cultural traditions.
- Prepare the following:
  - Academic word wall with blank word cards and markers located close by. This is an area of the classroom in which academic words will be added throughout the year.
  - Domain-specific word wall with blank cards and markers located close by. This is an area of the classroom in which domain-specific vocabulary will be added throughout the year.
  - Infer the Topic resources. Post them around the room.
  - Performance Task anchor chart and the Guiding Questions anchor chart.
  - Equity sticks by writing each student's name on a wooden craft stick. Place them in a container for use during Closing and Assessment A.
  - Optional materials (sticky notes, whiteboards, and dry-erase markers) for Closing and Assessment A.
  - A large world map showing the countries of the world and pins for the class to begin adding the countries of the people they encounter in the texts they read. Place a pin in your location.
  - Small label with the book title and author (*A Long Walk to Water* by Linda Sue Park) to attach to a pin and place on the world map. This needs to be large enough to see, but not too large to cover up too much of the map.
- Ensure there is a copy of Entrance Ticket: Unit 1, Lesson 1 at each student's workspace.
- Post the learning targets and applicable anchor charts (see Materials list).

Technology & Multimedia

- Opening A: Post videos on personal devices such as tablets or computers if possible.
- Opening A: Complete the modeling for the Infer the Topic: I Notice/I Wonder note-catcher with the class in a word-processing document such as a Google Doc.
- Work Time A: Students complete their I Notice/I Wonder note-catchers in a word-processing document such as a Google Doc.
- Work Time A: Students complete their note-catchers in a word-processing document using speech-to-text facilities activated on devices or using an app or software such as http://eled.org/0103.
- Closing and Assessment A: Students complete their I Notice/I Wonder note-catchers in a word-processing document such as a Google Doc.

Technology and Multimedia supports teachers in extending lessons into digital experiences to engage students more fully in their learning.

Vocabulary

- haven, infer (A)
- habits of character (DS)

Key

(A): Academic Vocabulary

(DS): Domain-Specific Vocabulary

Vocabulary highlights the words addressed through explicit instruction in the lesson. The words are organized to support placement on the appropriate classroom word walls.

Materials from Previous Lessons

N/A

New Materials

Teacher

- ☑ Entrance Ticket: Unit 1, Lesson 1 (answers for teacher reference)
- ☑ Equity sticks (see Teaching Notes)
- ☑ Academic word wall (one for display; see Teaching Notes)
- ☑ Infer the Topic resources (one for display)
- ☑ Directions for Infer the Topic (one for display)
- ☑ Performance Task anchor chart (example for teacher reference) (one for display; see Teaching Notes)
- ☑ Module Guiding Questions anchor chart (example for teacher reference) (one for display; see Teaching Notes)
- ☑ Domain-specific word wall (one for display; see Teaching Notes)
- ☑ World map (one for display)
- ☑ Homework Resources (answers for teacher reference) (from Homework Resources)

Student

- ☑ Whiteboards and dry-erase markers or sticky notes
- ☑ Entrance Ticket: Unit 1, Lesson 1 (one per student)
- ☑ Online or print translation dictionary (for ELLs in home language; one per small group of students)
- ☑ Infer the Topic: I Notice/I Wonder note-catcher (one for display; one per student)
- ☑ Infer the Topic: I Notice/I Wonder note-catcher ▲ (optional; see Teacher's Guide for English Language Learners)
- ☑ Red, yellow, and green objects (popsicle sticks, poker chips, cards, etc.) (one of each color per student)
- ☑ *A Long Walk to Water* by Linda Sue Park (text; one per student)
- ☑ Homework Resources (for families) (one for display; one per student; from Homework Resources)
- ☑ Homework: Module Guiding Questions anchor chart (one per student; from Homework Resources)

Opening

Items called out in red are key information or questions to be said aloud to the class to guide student thinking and understanding in a particular direction based on the standards.

A. Engage the Learner – RI.7.1 (5 minutes)

- As students enter the classroom, have them complete **Entrance Ticket: Unit 1, Lesson 1**.
- Direct students' attention to the posted learning target, and select a volunteer to read it aloud:

  "I can use evidence to infer the topic of this module from the resources."

- Guide students through an intentional Think-Pair-Share:
  1. Move students into pairs, and invite them to label themselves A and B.
  2. Pose the question, and give students time to think independently and silently about their answer to the question.
  3. Invite partner A to ask partner B the question.
  4. Give partner B a specified time frame (e.g., 30 seconds, 1 minute) to share his or her response.
  5. Have partners reverse roles and repeat steps 3–4.
  6. Using a total participation technique (e.g., cold call, equity sticks), invite students to share their responses with the whole group.
  7. Repeat this process with remaining questions.

     "Why do we have learning targets? What is the purpose of learning targets?" (To give us a goal. The goal is to be able to say "I can . . . ," which means that the target has been achieved.)

- Underline the word *infer* in the learning target.

- Ensure that students have access to an **online or print translation dictionary**.
- Invite students to Turn and Talk with their partner:
  1. When prompted, students turn to a partner.
  2. In a set amount of time, students share their ideas about the question.
  3. Students may be instructed to share some key ideas from their paired discussions with the whole class.

  "What does* infer *mean? If you are going to infer the topic, what does that mean?" (When we make an inference, we make a good guess based on the evidence we have seen. Inferring the topic means making a good guess about the topic based on the content of the resources we will look at.)
- Cold call students using **equity sticks** to share their responses:
  1. Name the question before identifying students to answer it.
  2. Call on students regardless of whether they have their hands raised.
  3. Scaffold questions from simple to increasingly complex, probing for deeper explanations.
  4. Connect thinking threads by returning to previous comments and connecting them to current ones; model this for students and teach them to do it, too.
- With student support, record the meaning of *infer* on the **academic word wall** with translations in students' home languages (make a good guess about the topic based on the content of the resources). Consider writing synonyms or sketching a visual above each key term to scaffold students' understanding.

Work Time

A. Infer the Topic – RI.7.1 (15 minutes)

- Revisit the learning target, relevant to the work to be completed in this section of the lesson:

  "I can use evidence to infer the topic of this module from the resources."
- Focus students on the **Infer the Topic resources** posted around the room.
- Display and distribute the **Infer the Topic: I Notice/I Wonder note-catcher**, and the **Infer the Topic: I Notice/I Wonder note-catcher ▲** for students who need extra support. The differentiated note-catcher supports students' analysis with prompts and sentence starters. ▲ Review the note-catcher with all students to ensure they understand how and why they are completing it.
- Ask:

  "What are you going to record in this column? How does that information connect to the information in the next column?" (Possible response: I will record things I notice or see in the first column. I will record things I'm thinking or wondering about and questions I have in the second column. The second column might be questions or wonderings about the things I see. So I will align the questions and wonderings with the the noticings.)
- Focus students on the question at the top, and read it aloud:

  "What do you think you will be learning about in this module?"

- Tell students that the purpose of the note-catcher is to take notes to help them remember their thinking. It isn't something they will hand in for assessment, so they can record in pictures or words. They do not need to write in full sentences.
- Be transparent about why students are noticing and wondering (because it is a helpful way to understand and explore a new topic or text).
- Display, read aloud, and ensure students understand the **Directions for Infer the Topic**. (Refer to the Classroom Protocols document located on the Tools Page http://eled.org/tools for the full version of the protocol.)
- Guide students through the protocol. Allow them to choose what resources to observe, so those who may not be able to read independently have the option to view an image. Mixed-proficiency pairs can choose the resources they want to observe and begin by discussing what the text means. Encourage students to agree or disagree with one another about what the text means using sentence frames. Examples: "I agree because ____." "I disagree because ____." ▲
- Refocus whole group. Think-Pair-Share:

  "Now that you have looked at some resources, what do you think this module might be about?" (Responses will vary, but could include: water, war, long journeys, facing adversity.)

  "What evidence supports your inference?" (Responses will vary.)

  "Can you say more about that? I'll give you some time to think and write or sketch." (The resources seem to be about people facing difficult circumstances and searching for peace. Many of the pieces seem to focus on a group of young men from Sudan who were forced to escape from a war.)

- Invite students to reflect on their progress toward the learning target, using a checking for understanding technique—for example, using Thumb-O-Meter or Red Light, Green Light.
  - Thumb-O-Meter:
    1. Tell students they are going to use the Thumb-O-Meter strategy to reflect on their comfort level or readiness on the learning target.
    2. When prompted to reflect on the learning target, students show their comfort level with it by holding their thumb up, down, or sideways. By holding their thumb sideways, they are indicating they will need some support. By holding their thumb down, they are indicating they feel uncomfortable with the learning target.
    3. Use students' self-assessment to adjust instruction, and check in with students showing a thumb-down or thumb-sideways.
  - Red Light, Green Light:
    1. Provide students with **red, yellow, and green objects** (popsicle sticks, poker chips, cards, etc.).
    2. When prompted to reflect on the learning target, students place the color on their desk that reflects their comfort level or readiness (red: stuck or not ready; yellow: need support soon; green: ready to move on).
    3. Target support for the reds first, then move on to the yellows and greens.
    4. Students change their colors as needed to describe their status.

- Scan student responses, and make a note of students who might need support. Check in with them moving forward.

Work Time

B. Introduce the Performance Task and Module Guiding Questions (10 minutes)

- Tell students that they will now look at a few additional artifacts as they continue to hone their understanding of the module topic.
- Direct students' attention to the **Performance Task anchor chart**, and read the task aloud.
- As students may be overwhelmed by the Performance Task anchor chart, assure them that they will continue to explore the meaning of the chart in subsequent lessons and units.
- Turn and Talk:

  "What do you notice?" (We will be creating an illustrated ebook. We will be explaining the stories of the Lost Children as well as telling a story.)

  "What do you wonder?" (Responses will vary, but may include: How will our ebooks be different from regular books? Where will we get the information to better understand the Lost Children's stories?)

  "Now that you have analyzed the performance task, has your inference of what this module might be about changed? How?" (Responses will vary.)

- Clarify anything pertinent to this specific performance task. Consider displaying a model performance task from a former student. Ask students to make connections between the model and the performance task.
- Display the **Module Guiding Questions anchor chart**, and read the questions aloud.
- Turn and Talk:

  "Why do we have guiding questions for each module?" (Responses will vary, but may include the following: to help focus our learning and to help us think about the performance task.)

- Underline the phrase *habits of character*. Ask students to help break down the phrase by defining *habits* and *character*. Turn and Talk:

  "What do these words mean? What strategies can you use to find out?" (Habits are actions we do regularly, or routines; character means strong moral and ethical qualities; I used the context of the chart and a dictionary as strategies to define these words.)

- Invite students to work in their triads to determine the meanings of the words *habits* and *character*, and use a total participation technique to select a student to share with the whole group.
- Ask for a volunteer to combine the meanings of the words to find what the phrase means. (*Habits of character* are the traits that help us succeed in life and school, like working hard, treating one another well, and helping others.)
- Add these to the **domain-specific word wall**.
- Repeat this process to determine the meaning of the word *haven* (a place of safety or refuge).

- Add the new word to the academic word wall, including translations in home languages.
- Tell students that these are the questions that will guide their thinking and learning throughout the module. Turn and Talk:

  "What do you notice?" (Responses will vary, but may include: that we are focusing on the history of the Lost Children as well as their habits of character.)

  "What do you wonder?" (Responses will vary, but may include: What were the causes of the Sudanese civil war? What happened to the Lost Children when they came to the United States? Which "lost children" will we be writing about?)

  "Now that you have analyzed the guiding questions and performance task, has your inference of what this module might be about changed?" (Responses will vary.)

  "What evidence did you find to support your inference?" (Responses will vary.)

  Conversation Cue: "How is what ____ said the same as/different from what ____ said? I'll give you time to think and write." (Responses will vary.)

- Clarify that this module will be about the story of the Lost Children of Sudan, who were forced from their home by war.
- Turn and Talk:

  "What does this topic mean to you at this point? Why might it be meaningful to study this topic?" (Responses will vary, but may include: The story of the Lost Children might be able to help us understand the experiences of people facing war around the world. The story of the Lost Children will have a lot to teach us about what it takes to survive in difficult circumstances and how to be good people.)

  "From what you know so far, what are you looking forward to about this topic?" (Responses will vary, but may include: I am looking forward to discovering how the Lost Children survived and how they found safety. I am looking forward to creating a story that uses my knowledge.)

- Acknowledge that some students may already know something about this topic. Explain that for homework, they will reflect on the guiding questions and how they feel about them based on their own experiences and that this will be discussed more at the beginning of the next lesson. And note that some students may know nothing about the topic—it will be fun to dig in together!
- Invite students to reflect on their progress toward the relevant learning target, using a checking for understanding technique—for example, using Thumb-O-Meter or Red Light, Green Light. Scan student responses, and make a note of students who might need support. Check in with them moving forward.

Work Time

C. Launch the Text: *A Long Walk to Water* (10 minutes)

- Distribute the text ***A Long Walk to Water*** by Linda Sue Park.
- Tell students they will now spend 2 minutes looking through the book with their partner and discussing what they notice and wonder about *A Long Walk to Water*. Partner B will share a notice or a wonder first, then partner A, and then partner B again, and so on.
- Provide **whiteboards** and **dry-erase markers** or **sticky notes** as an option for students to record (in drawing or writing) their ideas. This helps scaffold active listening for key details.
- Use equity sticks to select students to share out what they notice and wonder about the book.
  1. Pose the question to the class.
  2. After giving students think time, call on a student for an answer. Then, move the equity stick from one location to another, indicating that the student has participated in class that day.
- Draw and complete an I Notice/I Wonder T-chart on the board as students share. Listen for suggestions such as the following:
  - I notice that each chapter seems to have two different-colored fonts. I wonder how the two fonts are related to each other.
  - I notice that the dates are given for each chapter.
  - I notice that there is a message from the author and one of the characters from the book.
  - I wonder how much of the story is made up and how much is real.
- Ensure students notice the various text features in *A Long Walk to Water* (map, subtitle, dates in chapter headings, author's note, and message from Salva). Briefly review the purpose of each text feature.
- Having spent some time looking through the book, invite students to spend 3 minutes reflecting silently. Reflection can include thinking or writing/drawing on paper. Students must be silent when they do this, though. Ask the following question to guide reflection:

  "What does what you read or saw in the book make you think about? Why?" (Responses will vary.)

- Focus students on the **world map**. If students have not already mentioned this, explain that *A Long Walk to Water* takes place in Sudan. Using a total participation technique, invite responses from the group:

  "Where is Sudan on the map?" (Students can describe or point to the country.)

- Place the labeled pin on Sudan, and explain that it is on the continent of Africa. Show students each of the continents on the map.
- Point to the pin marking your location.

- Ask students to Turn and Talk, and cold call students to share their responses with the whole group:

  "Which continent do we live on?" (Responses will vary.)

  "Where are we in relation to Sudan?" (Responses will vary.)

  "Has anyone had any experience with Sudan that you would like to share?" (Sudan or neighboring countries may be the country of origin for some students.)

- Ensure students understand that Sudan is one country in the continent of Africa, which contains many countries, and this is one story in the history of Sudan. Emphasize that countries in Africa are all quite different and all have their own stories of success and challenge, just like we do in the United States. Help students recognize that what they are going to read about in *A Long Walk to Water* isn't reflective of other countries in Africa.

Closing and Assessment

A. Reflect on Learning Targets – SL.7.1 (5 minutes)

- Invite students to reflect on their progress toward the learning target, using a checking for understanding technique—for example, using Thumb-O-Meter or Red Light, Green Light. Scan student responses, and make a note of students who might need support. Check in with them moving forward.
- Incorporate reflection on and awareness of the following academic mindsets: "I can succeed at this." and "My ability and competence grow with my effort."
- Ask students to Think-Pair-Share:

  "What helped you to be successful at that task? How much effort did you put in on this task? How did your effort affect your learning?" (Possible responses: I was successful at that task because I focused and worked hard. I also worked and talked with my peers, which grew my learning.)

- Distribute the **Homework Resources**, and review the format of the document and this lesson's specific assignment with students.

Homework

A. Read and Reflect

- Students complete **Homework: Module Guiding Questions anchor chart** to read and reflect on the guiding questions for the module. With their family, they talk about how the questions make them feel and why, and what the questions make them think about. Students can sketch or write their reflections.

B. Preread Anchor Text

- Students should preread chapter 1 of *A Long Walk to Water* in preparation for studying the chapter in the next lesson.

Lesson 2: Establish Reading Routines: *A Long Walk to Water*

CCS Standards

Focus Standards

These are the standards the instruction addresses.

- RL.7.1, L.7.4, L.7.4c

Supporting Standards

These are the standards that are incidental—no direct instruction in this lesson, but practice of these standards occurs as a result of addressing the focus standards.

- RL.7.4, RL.7.10, SL.7.1, L.7.6

Daily Learning Targets

- I can determine the difference between academic and domain-specific vocabulary. (L.7.4)
- I can show empathy and respect as I listen to my classmates.
- I can use evidence from the text to find the gist of chapter 1 of *A Long Walk to Water*. (RL.7.1)

Ongoing Assessment

- Entrance Ticket: Unit 1, Lesson 2 (L.7.4c)
- Opening A: Vocabulary logs (L.7.4c)
- Opening B: Module Guiding Questions anchor chart and Work to Become Ethical People anchor chart
- Work Time A: Questions about *A Long Walk to Water* anchor chart (RL.7.1)
- Work Time B: Sticky notes (RL.7.1)

Agenda

1. **Opening**
   A. Engage the Learner – L.7.4c (5 minutes)
   B. Reflect on the Module Guiding Questions – SL.7.1 (10 minutes)
2. **Work Time**
   A. Read *A Long Walk to Water*, Chapter 1 – RL.7.1 (20 minutes)
   B. Find the Gist: *A Long Walk to Water*, Chapter 1 (5 minutes)
3. **Closing and Assessment**
   A. Reflect on Learning Targets (5 minutes)
4. **Homework**
   A. Answer Selected Response Questions: Students complete Homework: Selected Response Questions: *A Long Walk to Water*, answering selected response questions about plot unfolding in chapter 1 of *A Long Walk to Water* and identifying the strategies used to answer the questions.
   B. Preread Anchor Text: Students should preread chapter 2 of *A Long Walk to Water* in preparation for studying the chapter in the next lesson.

Teaching Notes

Alignment to Assessment Standards and Purpose of Lesson

- Instruction of focus assessment standards occurs in the following:
  - L.7.4c – Opening A: Students practice using a dictionary as a strategy to determine the meanings of unfamiliar words.
  - RL.7.1 – Work Time A: Students read the first chapter of the text and, in response to comprehension questions asked as they read, students cite several pieces of text-based evidence.
- In Opening B and Work Time A, students use the Think-Pair-Share protocol to engage in collaborative discussions about the module guiding questions and the habits of character reflected in *A Long Walk to Water*.
- In Work Time B, students also learn to synthesize each section of the chapter into a short gist (or general idea of what happens), which gives students an opportunity to make inferences and draw on the text for evidence. They record these gists on two differently colored sticky notes: one color for Nya's section and the other color for Salva's. They will continue to use these two colors to record the gists throughout the module so that they can easily distinguish the gists of different sections and trace plot, character, and theme development by rereading and sorting the gists. Students should record the chapter number and their initials on each sticky note to ensure their being returned to original order and owner.
- In this lesson, students begin the Work to Become Ethical People anchor chart as they focus on showing respect and empathy in response to the feelings of others about the module guiding questions in Opening B. Sharing their reflections is not mandatory—students do so only if they want to. Be sensitive to students' and families' feelings and experiences of

the subject matter, including stories about refugees and war, and acknowledge that these feelings and experiences may differ greatly, from very positive to somewhat neutral to very negative. The main point students should understand by the end of this module is that people who have faced great adversity have rich and important stories and lessons to share.

- As students begin reading *A Long Walk to Water* in Work Time A, they note unfamiliar vocabulary in their vocabulary logs and they generate questions about the novel. These questions will be answered during research in Unit 2.
- The Think-Pair-Share protocol is used in this lesson. Protocols are an important feature of our curriculum because they are one of the best ways we know to engage students in discussion, inquiry, critical thinking, and sophisticated communication. A protocol consists of agreed-upon, detailed guidelines for reading, recording, discussing, or reporting that ensure equal participation and accountability in learning.

Opportunities to Extend Learning

- As students note vocabulary in the text, invite them to elaborate on the figurative and connotative meanings and uses of the words they find (RL.7.4). Provide opportunities for students to create new sentences using the words in their vocabulary logs.

How It Builds on Previous Work

- In the previous lesson, students were introduced to the module topic by looking at resources in the Infer the Topic protocol. In this lesson, they formally begin to explore the topic by beginning to read *A Long Walk to Water*.

Support All Students

- Note there is a differentiated version of the Academic and Domain-Specific Vocabulary Form used in Opening A in the separate Teacher's Guide for English Language Learners. ▲
- In this lesson, students begin to discuss *A Long Walk to Water*. Analyzing a new text may be challenging for some students. To activate prior knowledge, review text structure with a familiar and less complex text such as a previous read-aloud or known text before the lesson. This helps students to generalize this skill with an unfamiliar text. ▲
- Because *A Long Walk to Water* is an unfamiliar text and may be above some students' independent reading level, students may need supports to facilitate comprehension. If so, chunk parts of the reading selection for this lesson and use the Text Guide: *A Long Walk to Water* to check for understanding after each chunk. ▲
- When introducing the lesson, remind students that this is an unfamiliar text and that it is okay if they do not understand everything at first.
- Consider reading aloud the first several chapters of *A Long Walk to Water* in these first lessons to ensure student comprehension, engagement, and enjoyment of the text. However, if students are all already engaged, determine how students will read chapter 1 of *A Long Walk to Water* to best support their comprehension, or consider giving students choice to build empowerment and engagement in learning.
- Alternatives to read-alouds include the following: another fluent reader (including students or an audiobook) reads aloud to the whole class, small groups, triads, or pairs; individuals read silently; or a combination of any of these.

- The subject matter in this novel includes war, starvation, death, and extreme hardship, among other sensitive topics. Monitor students to determine if there are issues surfacing as a result of the content of this chapter that need to be discussed as a whole group, in smaller groups, or individually.

Assessment Guidance

- Monitor students' use of the vocabulary logs and the Questions about *A Long Walk to Water* anchor chart to ensure comprehension. Monitor students' progress on writing gists during Work Time B.

Down the Road

- In the next lesson, students will continue reading *A Long Walk to Water* and begin analyzing how the setting, characters, and plot interact in the text. Students will review the strategies used to answer the selected response questions assigned for homework from this lesson and also discuss point of view in the text.

In Advance

- Prepare the following:
  - Work to Become Ethical People anchor chart.
  - Vocabulary logs: Vocabulary logs could consist of a notebook in which students glue forms in the front and back or a folder with several copies of the Academic and Domain-Specific Vocabulary Form clipped into the fasteners. Students will continue to use these logs throughout the year and will only need new ones when they have run out of space. However, to distinguish among the topics they study in each module, they will need to flag where one module ends and a new one begins. If logs are not prepared for students in advance, allot the final 10 minutes of the lesson for students to prepare them.
  - Entrance Ticket: Unit 1, Lesson 2 at each student's workspace.
- Post the learning targets and applicable anchor charts (see Materials list).

Technology & Multimedia

- Continue to use the technology tools recommended in the first lesson of the module to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

Vocabulary

- academic, domain-specific, empathy, ethical people, respect (A)
- gist (DS)

Key

(A): Academic Vocabulary

(DS): Domain-Specific Vocabulary

Materials from Previous Lessons

Teacher

- ☑ Academic word wall (one for display; from Unit 1, Lesson 1, Opening A)
- ☑ Domain-specific word wall (one for display; from Unit 1, Lesson 1, Work Time B)
- ☑ Module Guiding Questions anchor chart (one for display; from Unit 1, Lesson 1, Work Time B)

Student

- ☑ *A Long Walk to Water* (text; one per student; from Unit 1, Lesson 1, Work Time C)
- ☑ Online or print translation dictionary (for ELLs in home language; one per small group of students)
- ☑ Translation dictionary (for ELLs in home language; one per small group of students)
- ☑ Sticky notes (one of each gist color per student; see Teaching Notes)

New Materials

Teacher

- ☑ Entrance Ticket: Unit 1, Lesson 2 (answers for teacher reference)
- ☑ Chart paper
- ☑ Work to Become Ethical People anchor chart (example for teacher reference)
- ☑ Work to Become Ethical People anchor chart (one for display; co-created during Opening B)
- ☑ Text Guide: *A Long Walk to Water* (for teacher reference)
- ☑ Questions about *A Long Walk to Water* anchor chart (example for teacher reference)
- ☑ Questions about *A Long Walk to Water* anchor chart (one for display; co-created during Work Time A)
- ☑ Gists: *A Long Walk to Water* (example for teacher reference)

Student

- ☑ Entrance Ticket: Unit 1, Lesson 2 (one per student)
- ☑ Vocabulary logs (one per student)
- ☑ Academic and Domain-Specific Vocabulary Form (example for reference)

- ☑ Academic and Domain-Specific Vocabulary Form ▲ (example for reference) (optional; see Teacher's Guide for English Language Learners)
- ☑ Synopsis: *A Long Walk to Water*, Chapter 1 (one per student)
- ☑ Homework: Selected Response Questions: *A Long Walk to Water* (one per student; from Homework Resources)

Opening

A. Engage the Learner – L.7.4c (5 minutes)

- As students enter the classroom, invite them to respond to the questions on **Entrance Ticket: Unit 1, Lesson 2**.
- Direct students' attention to the posted learning targets, and select a volunteer to read them aloud:

  "I can determine the difference between academic and domain-specific vocabulary."

  "I can show empathy and respect as I listen to my classmates."

  ***"I can use evidence from the text to find the gist of chapter 1 of* A Long Walk to Water."**
- Invite students to Turn and Talk about the most important words in the learning targets, and underline or circle those words.
- Distribute **vocabulary logs**, and model the format for noting new words. Use the **Academic and Domain-Specific Vocabulary Form ▲ (example for reference)** for students who need extra support. Use the differentiated model to support students' understanding of how and where to record new vocabulary words. ▲
- Focus students on the word *empathy*. Use total participation techniques to select students to share what they think it means. If they don't know the meaning, share the strategies they could use to determine the meaning (context, affixes and roots, dictionary).
- Use a sentence frame to boost confidence and encourage participation (e.g., "Another word for *empathy* is _____."). ▲
- Focus specifically on the use of reference materials such as **online or print dictionaries** as a strategy for determining the meanings of words. Ask students if they have experience using dictionaries to look up words. Model the process of looking up a definition, including pointing out the features of the dictionary (definition, etymology or word history, pronunciation). If there are multiple definitions of a word, invite students to share strategies for identifying the definition that best fits the context (identify what type of word it is, see if replacing the word with the definition makes sense in the sentence).
- With student support, record the meaning of the word on the **academic word wall**, with translations in students' home languages (the ability to understand the feelings of others). Write synonyms or sketch a visual above each key term to scaffold students' understanding. ▲
- Invite students to record this word in their vocabulary logs.

- Repeat this process with *respect* (consideration for the feelings of others). Provide students the meaning of *gist* (what the text is mostly about), and add the definition to the **domain-specific word wall**.
- At this time, address the prompts from the entrance ticket, and ask students to Turn and Talk:

  "What does* academic *mean?" (having to do with school, learning, or study)

  "What does* domain-specific *mean?" (relevant to a specific topic)

  "What is the difference between the two?" (Academic words can be applied to any topic, while domain-specific words are usually relevant to a particular topic.)

- Ensure that students understand the difference between academic and domain-specific vocabulary by asking volunteers to give examples of academic words (words they might use in any class in school) and domain-specific words (math words, science words, literacy words, etc.).
- Turn and Talk:

  "What words about the Lost Boys did you read or hear in Lesson 1? What topic or domain are these words from?" (Responses will vary but may include* war, Africa, *and* refugees.*)

  "What do you think you will be doing in this lesson based on these learning targets?" (engaging in discussions with my classmates; summarizing chapter 1 of* A Long Walk to Water*; finding new vocabulary)

  "Why are we doing this? How is it meaningful to you? How will it help you to be successful?" (We're learning to listen to one another and show respect so we can learn new things from our classmates. We're developing our ability to summarize texts to help us understand what the text is about as we read.)

Opening

B. Reflect on the Module Guiding Questions – SL.7.1 (10 minutes)

- Review the appropriate learning target relevant to the work to be completed in this section of the lesson:

  "I can show empathy and respect as I listen to my classmates."

- Remind students that in the previous lesson they were introduced to the guiding questions for the module. Invite students to reread the **Module Guiding Questions anchor chart**.
- Explain that not all students will like the topic of the Lost Boys of Sudan or will have had positive experiences with their story. Ensure students understand that it is okay to have differing opinions.
- To help build trust, share a personal story regarding feelings about the Lost Boys of Sudan.
- Remind students that for homework they were asked to reflect on what those guiding questions mean to them and how they feel about them.

- Focus students on the **Work to Become Ethical People anchor chart**. Explain that, as it says at the top of the chart, ethical people are people who treat others well and stand up for what is right.
- Read aloud the habit of character recorded:

  "I show respect. This means I appreciate the abilities, qualities, and achievements of others and treat myself, others, and the environment with care."

- Invite students to Turn and Talk to an elbow partner:

  "Using the anchor chart as a guide, what does* respect *mean in your own words?" (appreciating what I and others are good at and treating everyone with care)

- Tell students they will now use the Think-Pair-Share protocol to discuss their ideas with a partner. Remind them that they used this protocol in Lesson 1, and review the steps as necessary.

  "What does respect look like? What might you see when someone is showing respect toward someone else?" See Work to Become Ethical People anchor chart (example for teacher reference).

  "What does respect sound like? What might you hear when someone is showing respect toward someone else?" See Work to Become Ethical People anchor chart (example for teacher reference).

- Read aloud the habit of character recorded on the Work to Become Ethical People anchor chart:

  "I show empathy. This means I understand and I share or take into account the feelings, situation, or attitude of others."

- Invite students to Turn and Talk to an elbow partner:

  "Using the anchor chart as a guide, what does* empathy *mean in your own words?" (thinking about how others might feel)

- Tell students they will now use the Think-Pair-Share protocol to discuss their ideas with a partner:

  "What does empathy look like? What might you see when someone is showing empathy toward someone else?" See Work to Become Ethical People anchor chart (example for teacher reference).

  "What does empathy sound like? What might you hear when someone is showing empathy toward someone else?" See Work to Become Ethical People anchor chart (example for teacher reference).

- Tell students they will now have the opportunity to share their reflections, if they would like to, with the whole group. Remind students to respond with respect and empathy as necessary.
- Invite volunteers to share their reflections with the whole group. Be prepared to discuss any issues students feel they need to discuss further.
- Invite students to reflect on their progress toward the relevant learning target, using a checking for understanding technique—for example, using Thumb-O-Meter or Red Light, Green Light. Scan student responses, and make a note of students who might need support. Check in with them moving forward.

Work Time

A. Read *A Long Walk to Water*, Chapter 1 – RL.7.1 (20 minutes)

- Invite students to retrieve their copies of ***A Long Walk to Water***, and remind them of what they thought the text might be about.
- Invite students to turn to page 1. Read aloud chapter 1 as students read along silently. If students are able to read independently or in small groups, group students accordingly, and set the time for them to read chapter 1. As some students read independently, read aloud to students who need additional support, using the **Text Guide: *A Long Walk to Water*** for sample vocabulary and comprehension questions. Remind students that as they respond to the comprehension questions, they must use evidence from the text to support their ideas. If students do not finish reading the chapter within the allotted time, use the **Synopsis: *A Long Walk to Water*, Chapter 1** document to review the key details from chapter 1.
- Ask students to note new vocabulary words in their vocabulary logs as they read the text.
- Give students 2 minutes to silently reflect on the text. Encourage them to consider how the chapter made them feel. They can write or sketch, or just sit and think.
- Think-Pair-Share:

  "What happened in this chapter?" (In 2008, an eleven-year-old girl named Nya is carrying a plastic container somewhere in southern Sudan, but we don't know where. Also in southern Sudan in 1985, an eleven-year-old boy named Salva is sitting in a classroom thinking about being back home and playing with his brothers. Suddenly, there is the sound of gunshots outside the classroom and the teacher tells the students to run away. Salva knows that this must be part of the war being fought between the rebels and the government in the North, and he runs away from the school and into the bush.)

- Invite a student to paraphrase the key points in more comprehensible language for those who need heavier support.
- Capture any questions students have about what is happening in the chapter on a **Questions about *A Long Walk to Water* anchor chart**. This first day, encourage students to ask any question. As the weeks progress, guide students to refine the questions to better align to research questions. If necessary, for this lesson, provide sentence frames such as the following: "Who is . . . ?" "What is . . . ?" "How does . . . ?" "Why does . . . ?"
- Choose a page from the chapter, and invite students to suggest academic and domain-specific words on that page to check for understanding.
- Direct students' attention to the Work to Become Ethical People anchor chart, and review respect and empathy as needed before inviting students to share their reflections if they choose.

Work Time

B. Find the Gist: *A Long Walk to Water*, Chapter 1 (5 minutes)

- Review the appropriate learning target relevant to the work to be completed in this section of the lesson:

  ***"I can use evidence from the text to find the gist of chapter 1 of* A Long Walk to Water."**

- Distribute two different-colored **sticky notes** to each student, and explain that they will use one color to record the gist of Nya's story and the other color to record the gist of Salva's story. Also explain that students should write the chapter number and their initials on each sticky note. Remind students of their definition of *gist*, created earlier in the lesson (a gist is what something is mostly about.) Lead a whole-class discussion of what gist is and why we find it (to check our understanding of the text and to help us navigate back to places in the text quickly). Invite students to think of these key questions when deciding on the gist of a chapter or story: What are the main events? How is the plot unfolding?
- Model recording gist (key words, not full sentences) on a sticky note, and invite students to do the same, sticking them at the front of the chapter for quick reference. Have students Turn and Talk:

  "What is the gist of this chapter? What is it mostly about?" (Nya: walking somewhere with container in the heat; Salva: in school, hears gunshots, runs away)

Closing and Assessment

A. Reflect on Learning Targets (5 minutes)

- Invite students to reflect on their progress toward the learning targets, using a checking for understanding technique—for example, using Thumb-O-Meter or Red Light, Green Light. Scan student responses, and make a note of students who might need support. Check in with them moving forward.
- Invite students to reflect on the habits of character focus in this lesson, discussing what went well and what could be improved next time. Invite students to share specific examples of where they saw other students showing respect and empathy and update the "What Does It Look Like?" and "What Does It Sound Like?" columns of the anchor chart accordingly.
- Incorporate reflection on and awareness of the following academic mindset: "I belong in this community."
- Ask:

  "How do empathy and respect help you feel a sense of belonging in this classroom community?" (Possible response: When my classmates listen to me and show they understand my feelings, I feel like I have a safe place in this classroom.)

Homework

A. Answer Selected Response Questions

- Students complete **Homework: Selected Response Questions: *A Long Walk to Water***, answering selected response questions about plot unfolding in chapter 1 of *A Long Walk to Water* and identifying the strategies used to answer the questions.

B. Preread Anchor Text

- Students should preread chapter 2 of *A Long Walk to Water* in preparation for studying the chapter in the next lesson.

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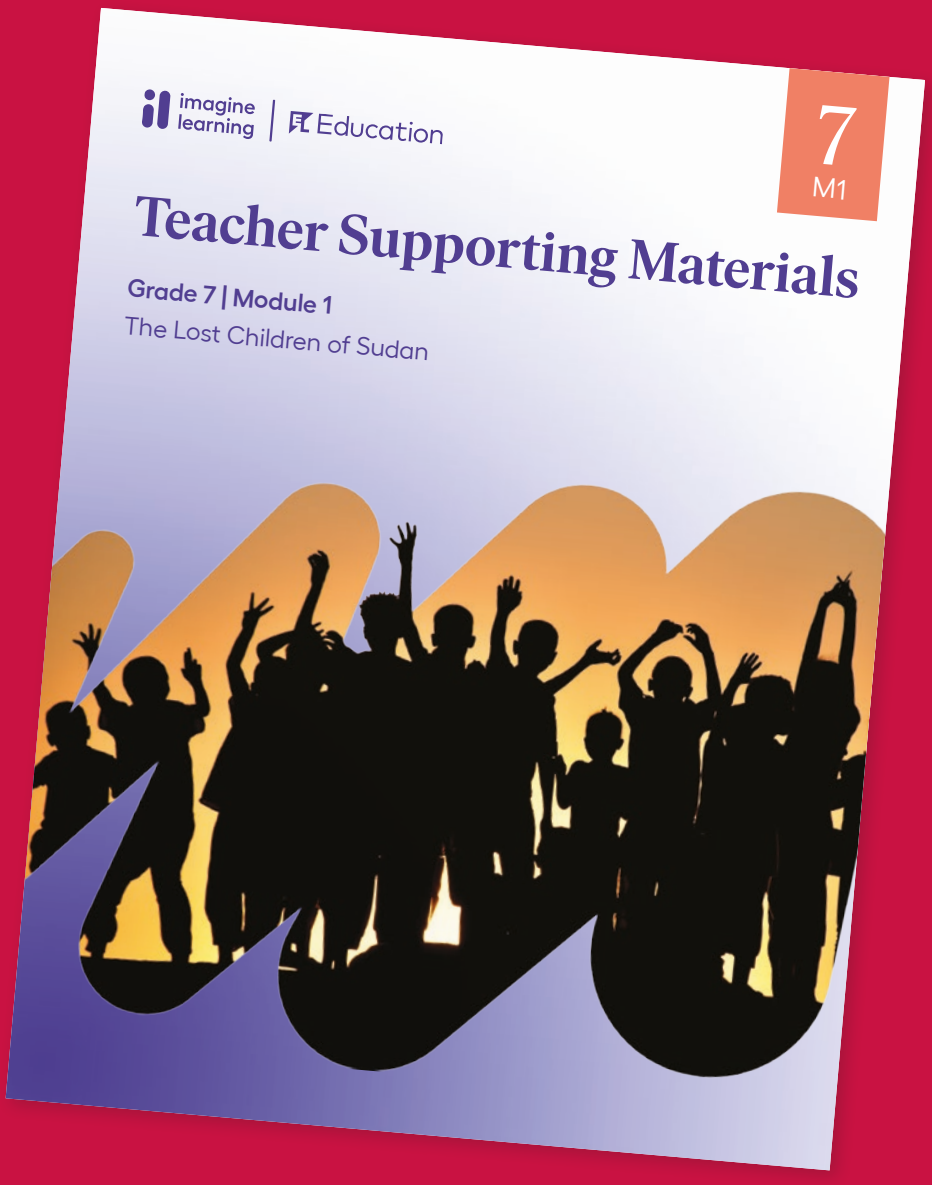
Module Teacher Supporting Materials

Sample



Entrance Ticket: Unit 1, Lesson 1

RI.7.1

(Answers for Teacher Reference)

Directions: As you enter class, read the following excerpt and answer the following prompts.

1. Read this learning target:

   I can use evidence to infer the topic of this module from the resources.

   Brainstorm ideas about the purpose of learning targets below.

Sample student response: learning targets are to help us understand quickly and easily what we will focus on learning in a lesson.

Entrance Ticket: Unit 1, Lesson 1

RI.7.1

Name: _____ **Date:**_____

Directions: As you enter class, read the following excerpt and answer the following prompts.

1. Read this learning target:

   I can use evidence to infer the topic of this module from the resources.

   Brainstorm ideas about the purpose of learning targets below.

_____

_____

_____

Infer the Topic Resources

Note to Teacher: *Post the following resources around the room, displaying the videos on several personal devices (such as tablets or computers) if possible. Consider writing the text in large writing on chart paper to make it easy to see.*

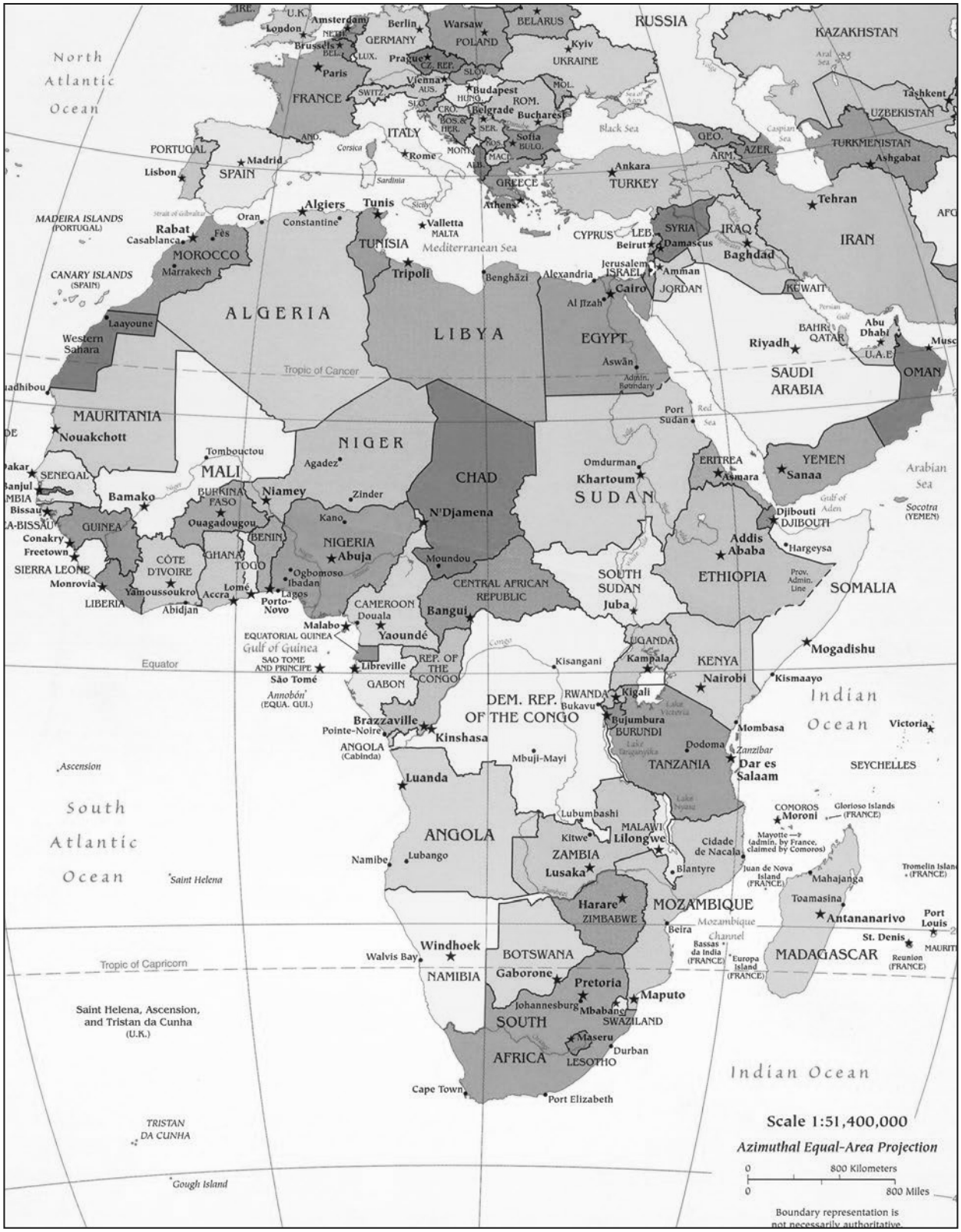
Resource 1

Display page 2 of *A Long Walk to Water: Based on a True Story* © 2010 by Linda Sue Park.

Resource 2

Display page 7 of *A Long Walk to Water: Based on a True Story* © 2010 by Linda Sue Park.

Resource 3



Central Intelligence Agency. "Africa." Map. 2011. *Library of Congress*. Web. Public domain.

Resource 4

http://eled.org/0138

Resource 5

http://eled.org/0139

Directions for Infer the Topic

1. Choose a resource to start with. Take your I Notice/I Wonder note-catcher with you.
2. Look carefully at the resource. Be respectful of others who might be looking at the same thing. Record what you notice (what you see) and what you wonder (questions) on your note-catcher. (3 minutes)
3. When instructed, find a partner who looked at a different resource. Describe your resource, and share your notices and wonders. Explain what you think you are going to be learning about in this module. (2 minutes)
4. When instructed, stay with your partner and together find another pair. Share your notices and wonders and what you think you are going to be learning about in this module. (3 minutes)
5. On your own, choose a new resource, and repeat steps 2–5.

Infer the Topic: I Notice/I Wonder Note-Catcher

RL.7.1, RI.7.1

Name: _____ **Date:**_____

What do you think you will be learning about in this module?

I Notice (things I see)	I Wonder (questions I have)

Module Guiding Questions Anchor Chart

RL.7.1, RL.7.2, RI.7.1, RI.7.2

(Example for Teacher Reference)

What thoughts do you have about the guiding questions for the module?

Questions and Big Ideas	Notes
Guiding Questions: (Note: These will be recorded at the beginning of the module and revisited throughout the module as students learn new answers to them.) • Who are the Lost Boys of Sudan, and what is their story? • What are the habits of character the Lost Boys used to survive? **Big Ideas:** (Note: These will be recorded throughout the module as students discover them.) • The second Sudanese civil war displaced millions of people, including hundreds of thousands of Lost Boys who walked through southern Sudan, Ethiopia, and Kenya in search of a safe haven. • Some of the Lost Boys were sent to the United States to begin new lives in safety.	

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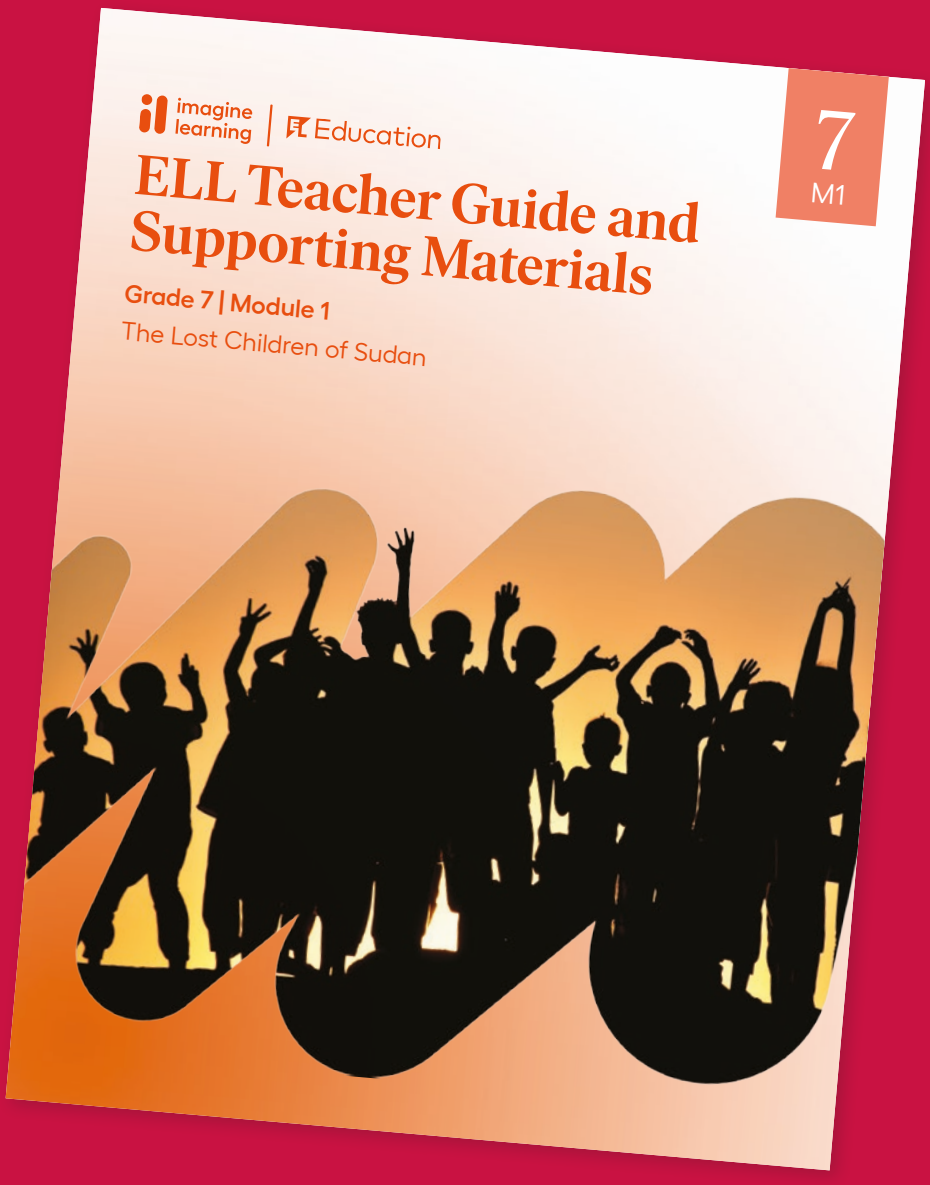
ELL Teacher Guide and Supporting Materials

Sample



What can we learn from those who have survived the greatest tragedies and become even more determined to help others? How can we share these kinds of stories to inspire and educate? In this module, students develop their ability to analyze narratives and create their own stories as they learn about the Lost Boys and Girls of Sudan and the lessons revealed through their journeys.

Students begin Unit 1 reading the novel *A Long Walk to Water*. The focus of the reading is on how the setting shapes the characters and plot, how an author develops and contrasts the points of view of different characters in the text, and how themes are developed throughout the story. As they analyze and discuss the text, students also create discussion norms in order to have productive discussions about the text at the end of the unit.

Students begin Unit 2 researching to answer the questions generated while reading *A Long Walk to Water* during Unit 1, including questions about the Lost Girls of Sudan. While researching, they determine two or more central ideas in informational texts and provide objective summaries of them. Students also watch clips of the documentary *God Grew Tired of Us* about The Lost Boys of the Sudan, analyzing the main ideas and supporting details and explaining how the ideas clarify what they have been researching. In the second half of the unit, students write a compare and contrast essay looking at how an informational text about the Lost Children of Sudan and the novel treat similar subject matter.

Students begin Unit 3 comparing *A Long Walk to Water* to the audiobook version of the text, exploring how authors and readers develop tone, mood, and expression. Students draw on this exploration as they start the second half of the unit, planning and then writing a narrative children's ebook about a Lost Boy or Girl of Sudan. Through mini lessons and independent planning work, students focus on developing characters, settings, plot points, and narrative techniques such as pacing, description, and dialogue. For their performance task, students refine their narratives and convert them into ebooks to publish and share with others, especially elementary school children.

Notes from the Designer

A Long Walk to Water contains references to sensitive topics such as war (including the violent death of family members and children), displacement, family separation, hunger, dehydration (including death from lack of water), refugee camps, violent deaths from wild animals, and serious illness of family members. These issues must be carefully and sensitively discussed to give students context as they read the story. Speak with students and families in advance, especially those who may have sensitivity to topics discussed.

Guiding Questions and Big Ideas

Who are the Lost Children of Sudan, and what is their story?

- *The second Sudanese civil war displaced millions of people, including hundreds of thousands of Lost Boys and thousands of Lost Girls who walked through Southern Sudan, Ethiopia, and Kenya in search of a safe haven.*
- *Some of the Lost Boys were sent to the United States to begin new lives in safety.*
- *Most of the Lost Girls remained in the refugee camps, many of them working as unpaid servants for refugee families and/or being married off against their will.*

What are the habits of character the Lost Children used to survive?

- *The Lost Children persevered to overcome the hardships of war, starvation, thirst, displacement, and threats by wild animals. Many of them show respect, empathy, and integrity as they help each other survive these same hardships. Some of them have also become leaders in the United States or in their home country (like Salva and his organization Water for South Sudan), using their strengths to help others grow, helping care for their environment and shared spaces, and using their learning to do so.*
- *In Sudan there are water scarcity issues, which means many people do not have easy access to clean water. As a result, most girls and women persevere to walk all day to get water. They also show empathy and respect as they care for others as many people get sick from dirty water, which is the only water readily available.*

Content Connections

This module is designed to address English Language Arts standards and to be taught during the literacy block. But the module intentionally incorporates Social Studies content that may align to additional teaching during other parts of the day. These intentional connections are described below.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

- D1.5.6–8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
- D2.Civ.6.6–8. Describe the roles of political, civil, and economic organizations in shaping people's lives.
- D2.Geo.2.6–8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
- D2.Geo.4.6–8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
- D2.Geo.6.6–8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- D2.His.1.6–8. Analyze connections among events and developments in broader historical

- D3.1.6–8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- D3.2.6–8. Evaluate the credibility of a source by determining its relevance and intended use.
- D4.2.6–8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- D4.3.6–8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., internet, social media, and digital documentary).
- D4.5.6–8. Critique the structure of explanations.
- D4.6.6–8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
- D4.7.6–8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.

Texts and Resources

Required Trade Books and Resources[1]	Unit 1	Unit 2	Unit 3
1. Park, Linda Sue. *A Long Walk to Water: Based on a True Story*. Houghton Mifflin Harcourt, 2010. (one per student)	✓	✓	✓
2. Park, Linda Sue. *A Long Walk to Water*. Brilliance Audio, 2015. Audiobook. (one per classroom)			✓
3. *God Grew Tired of Us*. Dir. Christopher Quinn. Sony Pictures Home Entertainment, 2007. (DVD; one per classroom)		✓	
4. Williams, Mary. *Brothers in Hope*. Lee & Low, 2005. (one per classroom)			✓
5. Winter, Jeanette. *Nasreen's Secret School: A True Story from Afghanistan*. Beach Lane Books, 2009. Ebook. (one per classroom)*			✓
Additional Texts (provided in curriculum materials)	**Unit 1**	**Unit 2**	**Unit 3**
6. "The Lost Boys of the Sudan." The State of the World's Children 1996. Copyright © 1996 UNICEF. (one per student)	✓		
7. Matheson, Ishbel. "The 'Lost Girls' of Sudan." *BBC News World Edition*. 7 June 2002. Web.		✓	
8. Langbany, John Deng. "One Day I Had to Run." *One Day I Had to Run*, edited by Sybella Wilkes. Millbrook Press, 1994.		✓	
Recommended Texts (for volume of reading on the module topic)			
See the 6–8 Recommended Texts list for suggestions of books, article, and videos on the module topic.			

[1] See stand-alone Required Trade Books and Resources Procurement List for procurement details, including the number of copies of each text.

* The ebook edition of *Nasreen's Secret School* is used as a model for the Grade 7: Module 1 Performance Task, for which students create an illustrated ebook to share with a younger audience. If students will be completing this task using digital tools, the ebook should be procured as a model. If digital tools for the Performance Task are unavailable, a copy of the print edition (978-1416994374) can be

Independent Research Reading

- The ability to read and comprehend texts is the heart of literacy instruction. Comprehension is taught, reinforced, and assessed in the module lessons.
- In this module, students read research texts independently for homework. For accountability, students draw on this research to answer questions they generate about the novel.

Module-at-a-Glance

Unit 1

Unit 1: Build Background Knowledge: The Lost Boys of the Sudan

Weeks 1–2 (Lessons 1–8)

Students begin reading *A Long Walk to Water*, focusing on how the setting shapes the characters and plot, and how an author develops and contrasts the points of view of different characters in the text.

- Mid-Unit 1 Assessment: Analyze Setting, Plot, and Point of View: *A Long Walk to Water*, Chapter 6

Weeks 2–3 (Lessons 9–16)

Students analyze how themes have developed throughout the story so far and prepare for their end of unit assessment discussion by generating discussion norms and practicing discussions.

- End of Unit 1 Assessment, Part I: Analyze Development of Theme: *A Long Walk to Water*, Chapter 9
- End of Unit 1 Assessment, Part II: Text-Based Discussion: Themes: *A Long Walk to Water*

Unit 2

Unit 2: Write to Inform: The Lost Children of South Sudan

Weeks 4–5 (Lessons 1–6)

Students read informational texts to identify central ideas and answer questions about *A Long Walk to Water*. Students also watch clips from the documentary *God Grew Tired of Us* to deepen their knowledge of the topic and develop skills for analyzing multimedia. Students are also introduced to research protocols for answering questions about *A Long Walk to Water*.

- Mid-Unit 2 Assessment: Research to Answer a Question

Weeks 5–6 (Lessons 7–14)

Students plan and then draft their compare and contrast essays, focusing on how *A Long Walk to Water* and an informational text they've read in this unit treat similar subject matter.

- End of Unit 2 Assessment: Compare and Contrast *A Long Walk to Water* and "The 'Lost Girls' of Sudan"

Unit 3

Unit 3: Write to Raise Awareness: The Lost Children of South Sudan

Week 7 (Lessons 1–5)

Students begin Unit 3 comparing *A Long Walk to Water* to the audiobook version of the text, exploring how authors and readers develop tone, mood, and expression. Also, they begin planning a narrative children's book about a Lost Boy or Girl of Sudan.

- Mid-Unit 3 Assessment: Compare Audio to Text: *A Long Walk to Water*, Chapter 1

Week 8 (Lessons 6–10)

Students finish planning their narratives and draft them in preparation for completing their performance task, in which they convert their narratives into ebooks to share with elementary school students.

- End of Unit 3 Assessment: Write a Narrative about a Lost Boy or Girl of Sudan
- Performance Task: Create an Ebook

Technology & Multimedia

Tool	Purpose	Suggested Use	Website URL
Online word processing	Completing note-catchers	• Students complete their note-catchers and write their essays and narratives.	http://eled.org/0158
Speech-to-text/ text-to-speech	Aiding students in reading, writing, and note-taking	• Students listen to audio (or text-to-speech) versions of texts to assist with fluency and comprehension. They also use speech-to-text technology to assist with writing and note-taking.	Many newer devices already have this capability; there are also free apps for this purpose, including http://eled.org/0143.
Online illustration	Creating images online	• Students create images for their ebooks.	http://eled.org/0146
Free stock image resources	Downloading/using images	• Students search for and download images for use in their ebooks.	http://eled.org/0147
Ebook creation platform	Building ebooks	• Students convert their narratives into ebooks.	http://eled.org/0145

Refer to each Unit Overview for more details, including information about what to prepare in advance.

Teaching Notes for Unit 1

Prioritize Lessons for Classrooms with Many ELLs

To prepare for the Unit 1 assessments, consider prioritizing and expanding instruction in Lessons 9–12, which introduce identifying and analyzing themes, answering text-dependent questions, and summarizing, and Lessons 13–14, in which students learn about and practice text-based discussion in preparation for the discussion of themes in the end of unit assessment. Prioritizing lessons on identifying theme, answering text-dependent questions, and summarizing is useful to ELLs because all of these tasks related to text analysis require the use of sophisticated academic language. This often needs to be directly taught to ELLs, who may not have as much familiarity with it as native speakers.

Language Dives

In Lesson 5, students are introduced to their first Language Dive, which invites them to use a single sentence to begin making connections between *A Long Walk to Water* and "The Lost Boys of the Sudan." In subsequent Language Dive in Lesson 10, students are invited to explore the ways in which a single sentence can express themes and habits of characters, traceable throughout the entire novel. A Language Dive empowers students to analyze, understand, and use the language of academic sentences, which can often seem opaque to students. During a Language Dive, slow down for 10–20 minutes to examine the meaning, purpose, and structure of a compelling sentence from a complex text, model, learning target, checklist, or rubric included in the curriculum. This process invites students to unpack complex syntax, or "academic phrases," as a way to build both literacy and habits of mind. Students then apply their understanding of language structure as they work toward the assessments and performance task. Through the Language Dive's engaging Deconstruct-Reconstruct-Practice routine, students play with "chunks" of the sentence, interpreting them, rearranging them, and using them to talk about their own lives or lesson content. As a result of paying close attention to how language works, all students begin to acquire the necessary facility with academic English, and ELLs develop their overall language ability. A consistent Language Dive routine is critical in helping all students learn how to decipher complex sentences and write their own.

Diversity and Inclusion

Investigate the routines, practices, rituals, beliefs, norms, and experiences that are important to ELLs and their families. Integrate this background into the classroom as students explore the novel and informational text in the unit. An ideal context for inclusiveness emerges as students are invited to share their thoughts about chapters of *A Long Walk to Water*. Be sensitive to the fact that some ELLs and immigrant students may have firsthand experience of traumatic migration and immigration that mirrors those of the Sudanese characters in *A Long Walk to Water*. Foster inclusivity by creating space for students to express their feelings about sensitive issues embedded in the novel, knowing that these discussions may help create equity or unearth trauma or both. Consult with a guidance counselor, school social worker, or ESL teacher before discussing students' experiences and for further investigation of diversity and inclusion.

Conversation Cues

Encourage productive and equitable conversation with Conversation Cues, which are questions to ask students that help achieve four goals:

- (Goal 1) encourage all students to talk and be understood;
- (Goal 2) listen carefully to one another and seek to understand;
- (Goal 3) deepen thinking; and
- (Goal 4) think with others to expand the conversation (adapted from Michaels, Sarah and O'Connor, Cathy. *Talk Science Primer*. TERC, 2012. http://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf. Based on Chapin, Suzanne, et al. *Classroom Discussions: Using Math Talk to Help Students Learn, Grades K–6*. 2nd ed., Math Solutions Publications, 2009).

Refer to the Online Resources for the complete set of cues. Goal 1 Conversation Cues are introduced in Lesson 1, and suggestions for integrating Conversation Cues into instruction are presented across lessons. For ELLs, Conversation Cues are especially critical because they improve language processing abilities and increase engagement and participation.

Strategic Grouping

Students work in pairs and triads to analyze narrative and informational text and prepare for text-based discussions. Consider matching ELLs with a partner who has greater language proficiency. The conversations that happen as a result of such strategic pairing will greatly serve the language development of both partners. Once ELLs begin to converse with greater ease, change the grouping so that they interact with different students in the class.

Identify and Analyze Themes

Over the course of Unit 1, students receive explicit instruction in how to identify and analyze themes in narrative, using evidence from the text and prompts to guide their inquiry. Because recognizing and describing theme entails sophisticated academic language, which may be tricky for ELLs to understand, try approaching lessons connected to theme from multiple angles. Explain theme in relation to a familiar story, song, or film clip. Practice finding themes in a smaller section of text before asking students to find themes throughout the text. Demonstrate how to use the Common Themes in Literature handout. (Unit 1, Lesson 9) Also, provide multiple opportunities for students to locate recurring habits of character and behavior in *A Long Walk to Water* that can be grouped together and interpreted as themes.

Understand the Relation between Themes and Summaries

Students learn how to write summaries, as well as how to identify and analyze themes in this unit, and it is important for them to understand the relation between these two tasks—both how they are similar and how they are different. Lessons 9 and 10, which introduce the relationship between themes and summaries, are places where the same single paragraph of text from *A Long Walk to Water* could be used for identifying theme and for summarizing. Doing both these processes of text analysis with the same short piece of text enables ELLs to explore these processes in a context where the language demands are more manageable than they would be with multiple pages of text.

Text-Based Discussions

Students participate in two text-based discussions, during which they have the opportunity to discuss themes in *A Long Walk to Water*. Students complete a series of note-catchers to help them prepare for these discussions. This format is ideal for language development, as it invites students to orally negotiate with other students about the meaning of what they are trying to say, pushing them to change their language to be more comprehensible. Additionally, students can celebrate their successful attempts at communication and their ability to extend and enhance the discussions.

Differentiated Note-Catchers

Differentiated note-catchers are available for ELLs and other students who would benefit from an increased level of support. These resources have been modified for the purpose of reducing linguistic barriers that might interfere with processing content and concepts. Depending upon the task being carried out with a note-catcher, images, selected response options, answer banks, sentence frames, or model responses have been embedded to guide students' thinking without compromising a focus on standards and the skills that students are developing and applying to meet them.

Celebration

Celebrate the courage, enthusiasm, diversity, and bilingual assets that ELLs bring to the classroom.

Selected Illustrations

Text illustrations can be used to support ELLs in many ways. Using illustrations before, during, and after reading can help ELLs match new vocabulary and unfamiliar words to concrete images. Making prelabeled illustrations available to students while they are writing can help ELLs better access the words they may need to describe a particular scene or character in their writing. As a sequence, illustrations can also be used by newcomers and emergent English speakers to elicit oral language through the retelling of the scenes depicted.

Eight illustrations, by Jim Averbeck, starting with the honey tree in chapter 4 and ending with the digging of the well in the close of *A Long Walk to Water*, have been included in the Unit 1, Lesson 6 Teacher Supporting Materials to scaffold ELLs' comprehension of specific scenes and general understanding of the text.

Lesson 1

Supports guided in part by CA ELD Standards 7.I.B.6 and 7.I.C.10.

Important Points in the Lesson Itself

- To support ELLs, this lesson explicitly outlines discussion protocols; allows time for students to investigate academic vocabulary, build background knowledge, and make inferences about the topic of the module; and allows space for diverse perspectives.
- ELLs may find the **Infer the Topic Resources** challenging because of the volume of potentially unfamiliar new language. Encourage students to focus on select resources and language that is familiar or most approachable. Invite them to congratulate themselves for what they do understand.

Levels of Support

Opening

For Lighter Support	For Heavier Support
• Invite a student to paraphrase the key points of the learning targets in language that makes sense to them.	• When introducing the word *infer*, provide some visuals and ask students to make an inference about them—for example, a broken window with a baseball next to it (someone threw a baseball and it shattered the glass) or a dog that is covered in mud (the dog played in the mud and got dirty).

Work Time

For Lighter Support	For Heavier Support
• During Work Time A, fill out a row or two of the **I Notice/I Wonder note-catcher** as a whole class so that students have a very concrete model of how to do this work independently.	• During Work Time A, distribute a partially completed copy of the **I Notice/I Wonder note-catcher**. This will provide students with models for the kind of information they should enter while relieving the volume of writing required.

Closing and Assessment

For Lighter Support	For Heavier Support
• Strategically group ELLs with native and proficient English speakers, other ELLs, or by home language when placing them in pairs.	• Provide sentence stems to support the Think-Pair-Share, which will help students begin responding to the reflection on the connection between effort and success. Make the same sentence stems available the next time students participate in a similar reflection. – I was successful at that task because . . . – My effort helped me to . . .

Infer the Topic: I Notice/I Wonder Note-Catcher

RL.7.1, RI.7.1

Name: _____ **Date:**_____

What do you think you will be learning about in this module?

I Notice (things I see)	I Wonder (questions I have)
What countries do you see on the map? I notice What do you see in the pictures? I notice Some important words in the resources that I already know:	What do the pictures make you think about? I wonder What do the words make you think about? I wonder Some important words in the resources that I wonder about:

Lesson 2

Supports guided in part by CA ELD Standards 7.I.B.6, 7.I.B.8, 7.II.B.3, and 7.II.B.4.

Important Points in the Lesson Itself

- To support ELLs, this lesson introduces a vocabulary log for the systematic investigation of vocabulary, establishes an environment of respect for diverse perspectives, and demonstrates how to determine the gist of a chapter of narrative text.
- ELLs may find it challenging to determine the gist of the first chapter of ***A Long Walk to Water*** because of the volume of potentially unfamiliar new language in the chapter. Consider how strategic grouping could support this task.

Levels of Support

Opening

For Lighter Support	For Heavier Support
• When presenting *empathy* as a sample word for the vocabulary log, display images that demonstrate empathy, and encourage students to use the images to help them infer the meaning of the word.	• Adapt work with the vocabulary log by adding other elements that may further help students develop their knowledge of a word. Examples follow below: – Word and pronunciation: "What is the word, and how do you say it?" – Forms of the word: "What are the different forms of the word?" – Translation and cognate: "What is the translation in your home language?" "Does the word look like a similar word in your home language?" – Synonyms and antonyms: "What words have a similar meaning?" "What words have the opposite meaning?" – Collocations: "What other words are commonly used with the word?" – Showing sentences: "Where else have you read or heard this word?" "What does it mean in the new sentence?"

Closing and Assessment

For Lighter Support	For Heavier Support
• Remind students of the definitions of *respect* and *empathy* before asking them to reflect on how they foster a sense of belonging.	• Before asking students to reflect on *respect* and *empathy*, briefly describe concrete examples of respect and empathy that you have observed between students in the class during work time or in an earlier lesson. Then, explain that these are the type of interactions that you mean when you are referring to instances of empathy and respect. These concrete examples help ELLs to better understand abstract terms for values which are often difficult to convey in comprehensible language.

Academic and Domain-Specific Vocabulary Form

Name: _____ **Date:**_____

Academic Vocabulary: Words you might find in informational texts on many different topics. Draw a symbol, such as a star, next to academic vocabulary words.

Domain-Specific Vocabulary: Words about a particular topic, such as frogs.

Word and Pronunciation	Definition
What is the word and how do you say it? What is the translation in your home language?	What does it mean in your own words? *** Add an optional sketch/diagram/icon.**
map (English) mapa (Spanish)	A map shows where places are.

Word and Pronunciation	Definition

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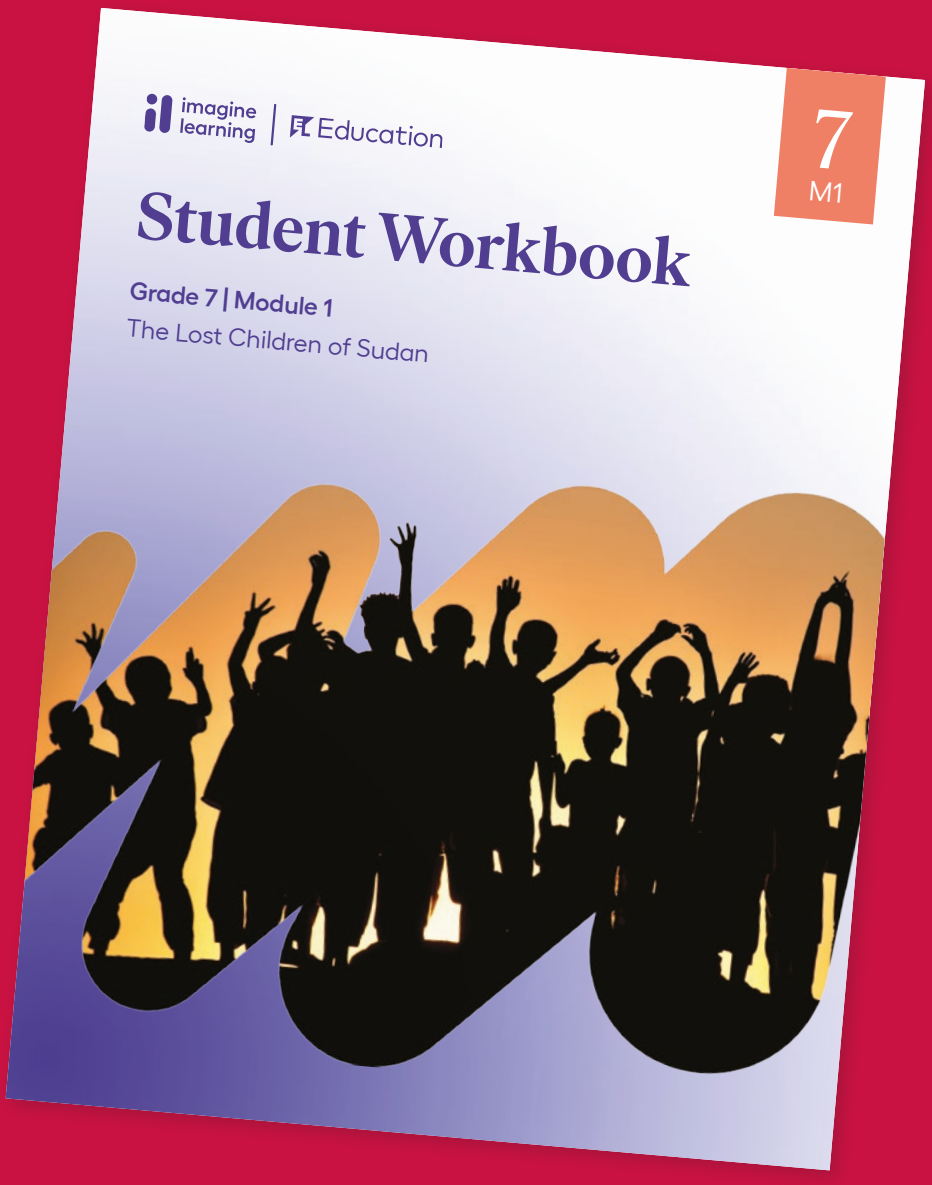
Module Student Workbook

Sample



Entrance Ticket: Unit 1, Lesson 1

Name: _____ **Date:**_____

Directions: As you enter class, read the following excerpt and answer the following prompts.

1. Read this learning target:

   I can use evidence to infer the topic of this module from the resources.

   Brainstorm ideas about the purpose of learning targets below.

_____

_____

_____

Infer the Topic: I Notice/I Wonder Note-Catcher

Name: _____ Date:_____

What do you think you will be learning about in this module?

I Notice (things I see)	I Wonder (questions I have)

Entrance Ticket: Unit 1, Lesson 2

Name: _____ **Date:**_____

Directions: As you enter class, answer the following questions.

Read this learning target:

I can determine the difference between academic and domain-specific vocabulary.

Part A

What is **academic vocabulary**?

_____

_____

_____

_____

Part B

What is **domain-specific vocabulary**?

_____

_____

_____

_____

Academic and Domain-Specific Vocabulary Form

Name: _____ **Date:**_____

Academic Vocabulary: Words you might find in informational texts on many different topics. Draw a symbol, such as a star, next to academic vocabulary words.

Domain-Specific Vocabulary: Words about a particular topic, such as frogs.

Word and Pronunciation	Definition
What is the word and how do you say it? What is the translation in your home language?	What does it mean in your own words? *** Add an optional sketch/diagram/icon.**

Word and Pronunciation	Definition

Synopsis: *A Long Walk to Water*, Chapter 1

Name: _____ Date:_____

- Tall, eleven-year-old Nya walks with a container in the heat.
- Eleven-year-old Salva is bored in school, listening to a lesson about the Arabic language.
- He is only able to attend school in the rainy season, as his family moves away during the dry season.
- His sisters do not go to school; they learn housework.
- The boys graze cattle, make cows out of clay, and practice with bows and arrows.
- Salva hears gunshots.
- Salva's teacher directs the students to run away into the bush.
- The gunshots are related to the war: the rebels in Southern Sudan were fighting against the government in Northern Sudan, over religion.

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Grade 7 | Module 1

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imaginelearning.com/EL-education
877-725-4257 • solutions@imaginelearning.com

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