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)

Module 1: Unit 1

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment

Lesson 3
RL.7.3, RL.7.6,
L.7.4, L.7.4a
	Analyze Setting, Characters, and Plot: *A Long Walk to Water,* **Chapters 1–2**
	
	Opening
	   A. Engage the Learner – L.7.4a (5 minutes)
	   B. Strategies to Answer Selected Response Questions (5 minutes)
	Work Time
	   A. Read *A Long Walk to Water*, Chapter 2 (15 minutes)
	   B. Analyze Setting, Characters, and Plot – RL.7.3 (10 minutes)
	Closing and Assessment
	   A. Introduce Point of View – RL.7.6 (10 minutes)
	Homework
	   A. Determine Meaning of Unfamiliar Vocabulary: Students use context and if necessary, a dictionary to determine the meaning of unfamiliar vocabulary in chapter 2 of *A Long Walk to Water*. Then they record the words and their definitions in the correct section of their vocabulary log.
	   B. Preread Anchor Text: Students should preread chapter 3 of *A Long Walk to Water* in preparation for studying the chapter in the next lesson.
	
	In this lesson, students work as a class to generate strategies to answer selected response questions. Then students read chapter 2 of *A Long Walk to Water*, noting unfamiliar vocabulary and the gist of the chapter. As a whole class, students analyze how the setting affects the character and plot development by co-constructing an anchor chart and responding individually to a QuickWrite prompt. Students conclude the lesson with a discussion about the different points of view of the two main characters: Nya and Salva.
		• I can identify strategies to answer selected response questions.
		• I can analyze how the setting shapes the characters and plot in chapters 1 and 2 of *A Long Walk to Water*. (RL.7.1, RL.7.3)
		• I can explain how the author developed Salva's and Nya's points of view of life in chapter 2 of *A Long Walk to Water*. (RL.7.1, RL.7.6)
			• Work Time B: Setting/Characters/ Plot anchor chart (RL.7.3)
			• Work Time B: QuickWrite: Setting Shapes Character and Plot in *A Long Walk to Water* (RL.7.3)
			• Closing and Assessment A: Point of View anchor chart (RL.7.6)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment

Lesson 4
RL.7.3, RL.7.6, L.7.4, L.7.4b
	Analyze Point of View: *A Long Walk to Water,* Chapter 3
	
	Opening
	  A. Strategies to Determine the Meaning of Unfamiliar Vocabulary – L.7.4b (5 minutes)
	  B. Engage the Learner (5 minutes)
	Work Time
	  A. Read *A Long Walk to Water*, Chapter 3 (15 minutes)
	  B. Analyze Setting, Character, and Plot: *A Long Walk to Water*, Chapter 3 – RL.7.3 (5 minutes)
	Closing and Assessment
	  A. Analyze Point of View: *A Long Walk to Water*, Chapter 3 – RL.7.6 (15 minutes)
	Homework
	  A. Determine Meaning of Unfamiliar Vocabulary: Students use context, word parts, and if necessary a dictionary to determine the meaning of unfamiliar vocabulary in chapter 3 of *A Long Walk to Water*. Then they record the words and their definitions in the correct section of their vocabulary log.
	  B. Text-Dependent Questions: Students complete Homework: Text-Dependent Questions: *A Long Walk to Water*, Chapter 3, using evidence to support their responses.
	
	In this lesson, students work as a class to generate and practice strategies for determining the meaning of unfamiliar vocabulary, focusing on word parts, especially affixes. Students then read chapter 3 of *A Long Walk to Water*, noting unfamiliar vocabulary and the gist of the chapter. Next, students analyze how the setting affects the character and plot development and how the author develops and contrasts different points of view.
		• I can identify strategies to determine the meaning of unfamiliar vocabulary. (L.7.4, L.7.4b)
		
		• I can analyze how the setting shapes the characters and plot in chapter 3 of *A Long Walk to Water*. (RL.7.1, RL.7.3)
		
		• I can explain how the author develops the points of view of Salva and Nya in chapter 3 of *A Long Walk to Water*. (RL.7.1, RL.7.6)
			• Opening A: Vocabulary logs (L.7.4b)
			• Work Time B: Setting/Characters/ Plot anchor chart (RL.7.3)
			• Closing and Assessment A: Point of View anchor chart (RL.7.6)

Module 1: Unit 1

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 5 RI.7.2, L.7.4	**Close Read: "The Lost Boys of the Sudan"** **Opening** A. Engage the Learner – RL.7.4 (5 minutes) **Work Time** A. Close Read: "The Lost Boys of the Sudan" – RI.7.2 (25 minutes) B. Language Dive: "The Lost Boys of the Sudan," Paragraph 4 – RI.7.2 (10 minutes) **Closing and Assessment** A. Make Connections – RL.7.1, RI.7.1 (5 minutes) **Homework** A. Determine Meaning of Unfamiliar Vocabulary: Students use context and if necessary, a dictionary to determine the meaning of unfamiliar vocabulary in "The Lost Boys of the Sudan." Then they record the words and their definitions in the correct section of their vocabulary log. B. Preread Anchor Text: Students should preread chapter 4 of *A Long Walk to Water* in preparation for studying the chapter in the next lesson. In this lesson, students participate in a close read of the article "The Lost Boys of the Sudan." During this close read, students identify main ideas and supporting details as they focus on information related to the Sudanese Civil War and the stories of the Lost Boys, who escaped the fighting and found refuge elsewhere.	• I can determine central ideas and how they are developed in "The Lost Boys of the Sudan" informational text. (RI.7.2) • I can objectively summarize "The Lost Boys of the Sudan" informational text. (RI.7.2) • I can use evidence from both texts to make connections between "The Lost Boys of the Sudan" and *A Long Walk to Water.* (RL.7.1, RI.7.1)	• Work Time A: Close Read: "The Lost Boys of the Sudan" note-catcher (RI.7.1, RI.7.2, RI.7.4, L.7.4) • Work Time B: Language Dive: "The Lost Boys of the Sudan," Paragraph 4 note-catcher (RI.7.2, L.7.4) • Closing and Assessment A: QuickWrite: Make Connections (RL.7.1, RI.7.1)
Lesson 6 RL.7.3, RI.7.10, L.7.4, L.7.4c	**Launch Independent Research Reading: The Lost Children of Sudan** **Opening** A. Engage the Learner – L.7.4c (5 minutes) **Work Time** A. Read *A Long Walk to Water*, Chapter 4 – RL.7.1 (15 minutes) B. Analyze Setting, Characters, and Plot: *A Long Walk to Water*, Chapter 4 – RL.7.3 (5 minutes) **Closing and Assessment** A. Launch Independent Research Reading – RI.7.10 (20 minutes) **Homework** A. Analyze Point of View: Students complete Homework: Analyze Point of View: *A Long Walk to Water*, Chapter 4. B. Preead Anchor Text: Students should preread chapter 5 of *A Long Walk to Water* in preparation for studying the chapter in the next lesson. Students begin the lesson by reading chapter 4 of *A Long Walk to Water*, noting unfamiliar vocabulary and the gist of the chapter. Then students briefly analyze setting, characters, and plot, recording their thoughts on anchor charts. Students conclude the lesson by choosing independent research reading texts according to a suggested plan.	• I can demonstrate my understanding of chapter 4 of *A Long Walk to Water.* (RL.7.1) • I can select a research reading text that I want to read. (RL.7.10, RI.7.10)	• Work Time A: Sticky notes for recording gist (RL.7.1) • Work Time B: Setting/Characters/Plot anchor chart (RL.7.1, RL.7.3)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 7 RL.7.3, RL.7.6, L.7.4, L.7.4a, L.7.4c, L.7.4d	**Analyze Point of View: *A Long Walk to Water,* Chapter 5** **Opening** A. Engage the Learner – L.7.4 (5 minutes) **Work Time** A. Read *A Long Walk to Water*, Chapter 5 (15 minutes) B. Analyze Setting, Characters, Plot, and Point of View: *A Long Walk to Water*, Chapter 5 – RL.7.3, RL.7.6 (20 minutes) **Closing and Assessment** A. Review: Text-Dependent Questions (5 minutes) **Homework** A. Determine Meaning of Unfamiliar Vocabulary: Students use context, word parts, and if necessary, a dictionary to determine the meaning of unfamiliar vocabulary in chapter 5 of *A Long Walk to Water*. Then they record the words and their definitions in the correct section of their vocabulary log. B. Preread Anchor Text: Students should preread chapter 6 of *A Long Walk to Water* in preparation for studying the chapter in the next lesson. In this lesson, students read chapter 5 of *A Long Walk to Water* and then answer text-dependent questions to analyze how setting shapes character and plot and how the author develops and contrasts Nya and Salva's points of view.	• I can identify strategies to determine the meaning of unfamiliar vocabulary. (L.7.4) • I can analyze how the setting shapes the characters and plot in chapters 4 and 5 of *A Long Walk to Water*. (RL.7.3) • I can explain how the author develops and contrasts the points of view of Marial and Salva in chapter 5 of *A Long Walk to Water*. (RL.7.6)	• Work Time B: Text-Dependent Questions: *A Long Walk to Water*, Chapter 5 (RL.7.1, RL.7.3, RL.7.6, L.7.4)
Lesson 8 RL.7.1, RL.7.3, RL.7.4, RL.7.6, L.7.4, L.7.6	**Mid-Unit 1 Assessment: Analyze Setting, Plot, and Point of View: *A Long Walk to Water,* Chapter 6** **Opening** A. Engage the Learner – L.7.4c (5 minutes) **Work Time** A. Read *A Long Walk to Water*, Chapter 6 (10 minutes) B. Mid-Unit 1 Assessment: Analyze Setting, Plot, and Point of View: *A Long Walk to Water*, Chapter 6 (25 minutes) **Closing and Assessment** A. Reflect on Learning Targets (5 minutes) **Homework** A. Preread Anchor Text: Students should preread chapter 7 of *A Long Walk to Water* in preparation for studying the chapter in the next lesson. In this lesson, students read a new chapter from *A Long Walk to Water*. Then students use strategies to determine the meanings of unfamiliar words, analyze how setting shapes plot and characters, and analyze how the author develops and contrasts points of view, including evidence for the mid-unit assessment. Finally, students self-assess this work, reflecting on their attainment of the learning targets.	• I can identify strategies to determine the meaning of unfamiliar vocabulary. (RL.7.4, L.7.4) • I can analyze how the setting shapes the characters and plot in chapter 6 of *A Long Walk to Water*. (RL.7.3) • I can analyze how an author develops and contrasts the points of view of different narrators in chapter 6 of *A Long Walk to Water*. (RL.7.6)	• Opening A: Entrance Ticket: Unit 1, Lesson 8 (L.7.4c) • Work Time B: Mid-Unit 1 Assessment: Analyze Setting, Plot, and Point of View: *A Long Walk to Water*, Chapter 6 (RL.7.1, RL.7.3, RL.7.4, RL.7.6, RL.7.10, L.7.6)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 9 RL.7.2	**Introduce Themes: *A Long Walk to Water*** **Opening** A. Engage the Learner – L.7.4 (5 minutes) **Work Time** A. Read *A Long Walk to Water*, Chapter 7 (15 minutes) B. Introduce Theme – RL.7.2 (15 minutes) **Closing and Assessment** A. Analyze a Model Summary – RL.7.2 (10 minutes) **Homework** A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. In this lesson, students continue reading *A Long Walk to Water*, focusing on chapter 7. Then students begin a discussion of themes in relation to the novel. Students conclude the lesson by analyzing a model summary and identifying the components of effective summaries.	• I can identify themes in *A Long Walk to Water* and how they have developed over the course of the text. (RL.7.1, RL.7.2) • I can identify the characteristics of an effective summary. (RL.7.1, RL.7.2)	• Work Time B: Stars and additional themes recorded on Common Themes in Literature handout (RL.7.2) • Closing and Assessment A: Criteria of an effective summary on sticky notes (RL.7.2)
Lesson 10 RL.7.2, L.7.2a	**Analyze Development of Theme: *A Long Walk to Water*, Chapter 7** **Opening** A. Engage the Learner – L.7.2a (5 minutes) **Work Time** A. Language Dive: *A Long Walk to Water*, Page 44 – RL.7.2 (10 minutes) B. Analyze Themes: *A Long Walk to Water*, Chapter 7 – RL.7.2 (15 minutes) C. Write a Summary: *A Long Walk to Water*, Chapter 7 – RL.7.2 (10 minutes) **Closing and Assessment** A. Pair Share: Summaries (5 minutes) **Homework** A. Answer Questions: Students complete Homework: Themes and Summary: *A Long Walk to Water*, Chapter 7. B. Preread Anchor Text: Students should preread chapter 8 of *A Long Walk to Water* in preparation for studying the chapter in the next lesson. In this lesson, students analyze the author's use of language in greater detail through a language dive. Then students delve deeper into analyzing theme and summary in chapter 7 of *A Long Walk to Water*. They answer text-dependent questions to help guide their discussion of the theme and strategies for writing a summary. Finally, students share their summaries in pairs.	• I can identify how themes in *A Long Walk to Water* have developed in chapter 7. (RL.7.2) • I can write an objective summary of chapter 7 of *A Long Walk to Water*. (RL.7.2)	• Work Time A: Language Dive: *A Long Walk to Water*, Page 44 note-catcher (RL.7.2) • Work Time B and C: Themes and Summary: *A Long Walk to Water*, Chapter 7 (RL.7.1, RL.7.2)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment

Lesson 11
RL.7.1, RL.7.2, L.7.2a
	Analyze Development of Theme: *A Long Walk to Water,* Chapter 8
	
	Opening
	  A. Engage the Learner – L.7.2a (5 minutes)
	Work Time
	  A. Read *A Long Walk to Water*, Chapter 8 (15 minutes)
	  B. Analyze Themes: *A Long Walk to Water*, Chapter 8 – RL.7.2 (10 minutes)
	  C. Write a Summary: *A Long Walk to Water*, Chapter 8 – RL.7.2 (10 minutes)
	Closing and Assessment
	  A. Pair Share: Summaries – SL.7.1 (5 minutes)
	Homework
	  A. Text-Dependent Questions: Students complete Homework: Summary and Theme: *A Long Walk to Water*, Chapter 8, answering questions related to the use of language to develop tone and theme.
	  B. Preread Anchor Text: Students should preread chapter 9 of *A Long Walk to Water* in preparation for studying the chapter in the next lesson.
	
	In this lesson, students continue their work analyzing theme and writing summaries of *A Long Walk to Water*, focusing on chapter 8. Students answer text-dependent questions to help guide their discussion of the theme and strategies for writing a summary. Finally, students have an opportunity to give and receive feedback on their summaries and implement revisions.
		• I can identify how themes in *A Long Walk to Water* have developed in chapter 8. (RL.7.2)
		• I can write an objective summary of chapter 8 of *A Long Walk to Water*. (RL.7.2)
			• Work Times B and C: Themes and Summary: *A Long Walk to Water*, Chapter 8 (RL.7.1, RL.7.2)

Module 1: Unit 1

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment

Lesson 12
RL.7.1, RL.7.2, RL.7.10
	End of Unit 1 Assessment, Part I: Analyze Development of Theme: *A Long Walk to Water,* **Chapter 9**
	
	Opening
	    A. Return Mid-Unit 1 Assessments (5 minutes)
	    B. Engage the Learner (5 minutes)
	Work Time
	    A. Read *A Long Walk to Water*, Chapter 9 (10 minutes)
	    B. End of Unit 1 Assessment, Part I: Analyze Development of Theme: *A Long Walk to Water*, Chapter 9 (20 minutes)
	Closing and Assessment
	    A. Reflect on Learning Targets (5 minutes)
	Homework
	    A. Preread Anchor Text: Students should preread chapter 10 of *A Long Walk to Water* in preparation for studying the chapter in the next lesson.
	
	In Part I of the end of unit assessment, students demonstrate their understanding of how authors develop theme as well as write an objective summary of a chapter of text. First, students read chapter 9 of *A Long Walk to Water*. Then students work on Part I of the end of unit assessment, in which they answer questions related to the development of theme in chapter 9 as well as throughout the novel and write a brief summary of the chapter.
		• I can identify how themes in *A Long Walk to Water* have developed in chapter 9. (RL.7.2)
		• I can write an objective summary of chapter 9 of *A Long Walk to Water*. (RL.7.1, RL.7.2)
			• Opening A: Entrance Ticket: Unit 1, Lesson 12
			• Work Time B: End of Unit 1 Assessment, Part I: Analyze Development of Theme: *A Long Walk to Water*, Chapter 9 (RL.7.1, RL.7.2, RL.7.10)

Lesson 13
RL.7.2, SL.7.1, SL.7.1a, SL.7.1b, SL.7.1c
	Generate Discussion Norms
	
	Opening
	    A. Engage the Learner (5 minutes)
	Work Time
	    A. Read *A Long Walk to Water*, Chapter 10 – RL.7.1 (15 minutes)
	    B. Analyze Themes: *A Long Walk to Water*, Chapter 10 – RL.7.2 (5 minutes)
	    C. Generate Discussion Norms – SL.7.1 (15 minutes)
	Closing and Assessment
	    A. Reflect on Habits of Character (5 minutes)
	Homework
	    A. Text-Dependent Questions: Students complete Homework: Text-Dependent Questions: *A Long Walk to Water*, Chapter 10, answering questions related to the use of language to develop tone and theme.
	    B. Preread Anchor Text: Students should preread chapter 11 of *A Long Walk to Water* in preparation for studying the chapter in the next lesson.
	
	In this lesson, students continue their work examining how theme is developed in *A Long Walk to Water*. Then students work together to generate discussion norms based on reflections of their own previous text-based discussions and observations of a group discussion.
		• I can identify how themes in *A Long Walk to Water* have developed in chapter 10. (RL.7.2)
		• I can generate norms for a productive discussion. (SL.7.1, SL.7.1a, SL.7.1b, SL.7.1c)
			• Work Time A: Themes: *A Long Walk to Water*, Chapter 10 (RL.7.1, RL.7.2)
			• Work Time C: Discussion Norms anchor chart (SL.7.1, SL.7.1a, SL.7.1b, SL.7.1c)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment

Lesson 14
RL.7.2, SL.7.1
	Prepare for Text-Based Discussion: Themes: *A Long Walk to Water*
	
	Opening
	    A. Engage the Learner – W.7.8 (5 minutes)
	Work Time
	    A. Read *A Long Walk to Water*, Chapter 11 (15 minutes)
	    B. Prepare for a Text-Based Discussion – RL.7.2 (15 minutes)
	Closing and Assessment
	    A. Peer Feedback – SL.7.1 (10 minutes)
	Homework
	    A. Preread Anchor Text: Students should preread chapter 12 of *A Long Walk to Water* in preparation for studying the chapter in the next lesson.
	
	In this lesson, students read chapter 11 of *A Long Walk to Water* and record vocabulary words and the gist of the chapter. Then students prepare for the end of unit text-based discussion, in which they analyze how themes develop in *A Long Walk to Water*.
		• I can identify how themes in *A Long Walk to Water* have developed in chapter 11. (RL.7.2)
		• I can prepare for a text-based discussion about how themes are developed in *A Long Walk to Water*. (RL.7.2, SL.7.1)
			• Work Time A: Prepare for a Text-Based Discussion: Themes: *A Long Walk to Water* note-catcher (RL.7.1, RL.7.2, SL.7.1)

Lessons 15–16
RL.7.1, RL.7.2, SL.7.1a, SL.7.1b, SL.7.1c
	End of Unit 1 Assessment, Part II: Text-Based Discussion: Themes: *A Long Walk to Water*
	
	Opening
	    A. Engage the Learner (5 minutes)
	Work Time
	    A. Read *A Long Walk to Water*, Chapter 12 – SL.7.1 (15 minutes)
	    B. End of Unit 1 Assessment, Part II: Text-Based Discussion: Themes: *A Long Walk to Water* (55 minutes)
	Closing and Assessment
	    A. Track Progress (15 minutes)
	Homework
	    A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.
	
	In this lesson, students read chapter 12 of *A Long Walk to Water*, updating their Text-Based Discussion note-catcher with themes and evidence from chapter 12. Finally, students 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.
		• I can quote accurately from the text to support my ideas during a text-based discussion. (RL.7.1)
		• I can follow discussion norms to have an effective text-based discussion. (SL.7.1a, SL.7.1b, SL.7.1c)
			• Opening A: Entrance Ticket: Unit 1, Lessons 15–16
			• Work Time C: End of Unit 1 Assessment, Part II: Text-Based Discussion: Themes: *A Long Walk to Water* (RL.7.1, RL.7.2, SL.7.1a, SL.7.1b, SL.7.1c)
			• Closing and Assessment A: Track Progress: Collaborative Discussion