



Unit-at-a-Glance

This unit is approximately two weeks, or ten sessions, of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<p>Lesson 1 RL.7.7</p>	<p>Compare Audio to Text: Part I</p> <p>Opening A. Engage the Learner – L.7.4 (5 minutes)</p> <p>Work Time A. Read <i>A Long Walk to Water</i>, Chapter 16 – SL.7.1 (15 minutes) B. Compare Audio to Text – RL.7.7 (20 minutes)</p> <p>Closing and Assessment A. Review Student Answers – SL.7.1 (5 minutes)</p> <p>Homework A. Preread Anchor Text: Students should preread chapter 17 of <i>A Long Walk to Water</i> in preparation for studying the chapter in the next lesson.</p> <p>In this lesson, students continue reading the novel <i>A Long Walk to Water</i> (chapter 16) and listen to an audio version of the book to compare and contrast the effects of each medium. Students conclude the lesson by sharing their ideas on how the audio compares to text.</p>	<ul style="list-style-type: none"> I can compare and contrast a written story to the audio version of the story and analyze the effect of the techniques. (RL.7.1, RL.7.7) 	<ul style="list-style-type: none"> Work Time B: Compare Audio to Text: <i>A Long Walk to Water</i>, Chapter 16 note-catcher (RL.7.1, RL.7.7)

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<p>Lesson 2 RL.7.7</p>	<p>Compare Audio to Text: Part II</p> <p>Opening A. Engage the Learner – RL.7.7 (5 minutes)</p> <p>Work Time A. Read <i>A Long Walk to Water</i>, Chapter 17 – SL.7.1 (15 minutes) B. Compare Audio to Text – RL.7.7 (15 minutes)</p> <p>Closing and Assessment A. Language Dive: <i>A Long Walk to Water</i>, Page 103 – RL.7.4 (10 minutes)</p> <p>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.</p> <p>In this lesson, students continue reading the novel <i>A Long Walk to Water</i> and listen to an audio version of the book to compare and contrast the effects of each medium. Students also participate in a Language Dive, exploring the deeper meaning and structures of a sentence in chapter 17 of both the textual and the audio versions of the novel.</p>	<ul style="list-style-type: none"> I can compare and contrast a written story to the audio version of the story and analyze the effect of the techniques. (RL.7.1, RL.7.7) 	<ul style="list-style-type: none"> Work Time B: Compare Audio Text: <i>A Long Walk to Water</i>, Chapter 17 note-catcher (RL.7.1, RL.7.7)
<p>Lesson 3 RL.7.1, RL.7.7</p>	<p>Mid-Unit 3 Assessment: Compare Audio to Text: <i>A Long Walk to Water</i>, Chapter 1</p> <p>Opening A. Return End of Unit Assessments with Feedback (5 minutes) B. Engage the Learner – RL.7.7 (5 minutes)</p> <p>Work Time A. Mid-Unit 3 Assessment: Compare Audio to Text (30 minutes)</p> <p>Closing and Assessment A. Review Learning Target (5 minutes)</p> <p>Homework A. Preread Anchor Text: Students should preread chapter 18 of <i>A Long Walk to Water</i> in preparation for studying the chapter in the next lesson.</p> <p>In this lesson, students compare an excerpt from the audio version of <i>A Long Walk to Water</i> with an excerpt of the text from chapter 1, comparing the effects of the techniques in the versions. Students focus on working to become effective learners and ethical people by reading and answering questions independently with perseverance and integrity for the mid-unit assessment.</p>	<ul style="list-style-type: none"> I can compare and contrast a written story to the audio version of the story and analyze the effect of the techniques. (RL.7.1, RL.7.7) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 3, Lesson 3 (RL.7.7) Work Time A: Mid-Unit 3 Assessment: Compare Audio to Text (RL.7.1, RL.7.7)

The Lost Children of Sudan

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<p>Lesson 4 W.7.3, W.7.4</p>	<p>Write a Narrative: Analyze a Model</p> <p>Opening A. Engage the Learner – RL.7.4 (5 minutes)</p> <p>Work Time A. Read <i>A Long Walk to Water</i>, Chapter 18 – SL.7.1 (15 minutes) B. Analyze a Model: <i>Nasreen’s Secret School</i> – W.7.4 (20 minutes)</p> <p>Closing and Assessment A. Whole-Group Share: Narrative Writing Checklist – W.7.3 (5 minutes)</p> <p>Homework A. Create Illustrations: In art class or at home, students follow the instructions on Homework: Create Illustrations to begin creating illustrations for their narrative children’s book. B. Preread Anchor Text: Students should preread the “Message from Salva” and the author’s note sections of <i>A Long Walk to Water</i> to prepare for in-class reading and discussion of these sections.</p> <p>In this lesson, students read chapter 18 of <i>A Long Walk to Water</i>, the concluding chapter of the novel. Students then analyze the narrative children’s ebook <i>Nasreen’s Secret School</i> in order to determine the criteria for writing their own stories about a Lost Boy or Girl of Sudan.</p>	<ul style="list-style-type: none"> I can generate criteria for an effective narrative. (W.7.3, W.7.4) 	<ul style="list-style-type: none"> Work Time B: Narrative Writing Plan graphic organizer (W.7.3, W.7.4, W.7.5, W.7.10)
<p>Lesson 5 W.7.3a, W.7.5</p>	<p>Write a Narrative: Plan Character and Setting</p> <p>Opening A. Engage the Learner – W.7.3a (5 minutes)</p> <p>Work Time A. Read <i>A Long Walk to Water</i>, “Message from Salva” and Author’s Note – W.7.5 (15 minutes) B. Introduce Work to Contribute to a Better World — S.L.7.1 (5 minutes) C. Plan Character and Setting – W.7.3a (15 minutes)</p> <p>Closing and Assessment A. Pair Share – W.7.5 (5 minutes)</p> <p>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. B. Create Illustrations: In art class or at home, students follow the instructions on Homework: Create Illustrations to continue creating illustrations for their narrative children’s ebook. C. Brainstorm a Plot: Students think of a plot for their stories, which they will develop in the next lesson.</p> <p>In this lesson, students finish reading <i>A Long Walk to Water</i> by analyzing the author’s note. Then students use the model narrative <i>Nasreen’s Secret School</i> to plan the character and setting(s) of their own narratives about a Lost Child of Sudan. Students conclude the lesson by sharing their plans with a partner to get feedback and orally rehearse their ideas, which can help with further planning.</p>	<ul style="list-style-type: none"> I can create a character profile for my narrative. (W.7.3a, W.7.5) I can create accurate settings based on the places I have read about. (W.7.3a, W.7.5) 	<ul style="list-style-type: none"> Work Time C: Narrative Writing Plan graphic organizer (W.7.3a, W.7.4, W.7.5)

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<p>Lesson 6 RL.7.4, W.7.3a, W.7.3e, W.7.5</p>	<p>Write a Narrative: Plan Plot</p> <p>Opening A. Engage the Learner – W.7.3a (5 minutes)</p> <p>Work Time A. Language Dive: <i>Nasreen’s Secret School</i>, Page 22 – RL.7.4 (10 minutes) B. Explore Model Plot – W.7.3 (10 minutes) C. Plan Plot – W.7.3 (15 minutes)</p> <p>Closing and Assessment A. Pair Share – W.7.5 (5 minutes)</p> <p>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. B. Create Illustrations: In art class or at home, students follow the instructions on Homework: Create Illustrations to continue creating illustrations for their narrative children’s ebook.</p> <p>In this lesson, students use the model narrative and their notes and research related to <i>A Long Walk to Water</i> to plan the plot of their own narratives about a Lost Child of Sudan. Students also participate in a Language Dive focusing on the meaning of figurative language in a sentence in <i>Nasreen’s Secret School</i> and how the sentence is part of an effective narrative conclusion. Students conclude the lesson by sharing their plans with a partner to get feedback and orally rehearse their ideas, which can help with further planning.</p>	<ul style="list-style-type: none"> • I can determine the meaning and impact of figurative language. (RL.7.4) • I can plan the plot of my narrative to mirror the story of a Lost Boy or Girl of Sudan. (W.7.3.a, W.7.3.e) 	<ul style="list-style-type: none"> • Work Time C: Narrative Writing Plan graphic organizer (W.7.3.a, W.7.3.e, W.7.4)

The Lost Children of Sudan

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<p>Lesson 7 W.7.3b, W.7.3c</p>	<p>Write a Narrative: Plan Narrative Techniques</p> <p>Opening A. Engage the Learner – W.7.3b (5 minutes)</p> <p>Work Time A. Mini Lesson: Pacing – W.7.3b (15 minutes) B. Plan Pacing, Dialogue, and Description – W.7.3b (15 minutes)</p> <p>Closing and Assessment A. Transition Words and Phrases Role Play – W.7.3c (10 minutes)</p> <p>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. B. Add Transition Words and Phrases: Students follow the instructions on Homework: Add Transition Words to add transitions from their Narrative Transition Words and Phrases handout to the pacing table in their Narrative Writing Plan graphic organizers. C. Create Illustrations: In art class or at home, students follow the instructions on Homework: Create Illustrations to continue creating illustrations for their narrative children’s ebook.</p> <p>In this lesson, students learn about how description and dialogue can impact pacing. Then students apply this learning to plan the pacing, dialogue, and description of their narrative about a Lost Child of Sudan.</p>	<ul style="list-style-type: none"> • I can write dialogue and description to change the pacing during action to engage the reader. (W.7.3b, W.7.5) • I can use transitions to convey shifts from one time frame to another. (W.7.3c, W.7.4) 	<ul style="list-style-type: none"> • Work Time B: Narrative Writing Plan graphic organizer (W.7.3b, W.7.3c, W.7.4, W.7.5)

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<p>Lesson 8 W.7.3, W.7.4, W.7.6</p>	<p>End of Unit 3 Assessment: Write a Narrative about a Lost Boy or Girl of Sudan</p> <p>Opening</p> <p>A. Return Mid-Unit 3 Assessments with Feedback (5 minutes) B. Engage the Learner – W.7.4 (5 minutes)</p> <p>Work Time</p> <p>A. End of Unit 3 Assessment: Write a Narrative (30 minutes)</p> <p>Closing and Assessment</p> <p>A. Review the Learning Target (5 minutes)</p> <p>Homework</p> <p>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. B. Create Illustrations: In art class or at home, students follow the instructions on Homework: Create Illustrations to continue creating illustrations for their narrative children’s ebook.</p> <p>In this lesson, students complete their end of unit assessments, in which they write the narratives they’ve been planning over the previous several lessons. Students draw on their Narrative Writing Plan graphic organizers and the evidence they’ve collected throughout the module from <i>A Long Walk to Water</i> 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.</p>	<ul style="list-style-type: none"> I can write a narrative telling the story of a Lost Child of Sudan for elementary school students. (W.7.3, W.7.4) 	<ul style="list-style-type: none"> Work Time A: End of Unit 3 Assessment Narrative (W.7.3, W.7.4, W.7.6, W.7.10)

The Lost Children of Sudan

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<p>Lesson 9 W.7.2, W.7.4, W.7.5, W.7.6</p>	<p>Introduce the Performance Task</p> <p>Opening A. Engage the Learner – RI.7.6 (5 minutes)</p> <p>Work Time A. Introduce the Performance Task – W.7.4 (15 minutes) B. Write Author’s Note – W.7.2 (20 minutes)</p> <p>Closing and Assessment A. Partner Share – W.7.5 (5 minutes)</p> <p>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. B. Create Illustrations: In art class or at home, students follow the instructions on Homework: Create Illustrations to complete the illustrations for their narrative children’s ebook.</p> <p>In this lesson, students review the performance task assignment and anchor chart to generate criteria of an effective performance task. Students also review the author’s notes from <i>A Long Walk to Water</i> and <i>Nasreen’s Secret School</i> to use them as models for the author’s note to their own ebooks. Then students write their author’s note for their ebook. Students conclude the lesson by sharing their work with the class, noting successes and challenges with technology and with writing the author’s note.</p>	<ul style="list-style-type: none"> I can generate criteria for an effective ebook. (W.7.4, W.7.5) I can use technology to create the author’s note for an ebook. (W.7.2, W.7.6) 	<ul style="list-style-type: none"> Work Time A: Performance Task anchor chart (W.7.4, W.7.5) Work Time B: Author’s note for the ebook (W.7.2, W.7.4, W.7.5, W.7.6, W.7.9b, W.7.10)
<p>Lessons 10–11 W.7.3, W.7.4, W.7.5, W.7.6, W.7.10</p>	<p>Performance Task: Create an Ebook</p> <p>Opening A. Engage the Learner (5 minutes)</p> <p>Work Time A. Create Ebook – W.7.6 (60 minutes)</p> <p>Closing and Assessment A. Partner Share – W.7.5 (25 minutes)</p> <p>Homework ■ None for this lesson.</p> <p>In this lesson, students use technology to create their ebook of their narrative about a Lost Child of Sudan. Then students share their work with a partner, noting successes and challenges with technology.</p>	<ul style="list-style-type: none"> I can use technology to create an ebook. (W.7.5, W.7.6) 	<ul style="list-style-type: none"> Work Time A: Narrative children’s ebook about a Lost Child of Sudan (W.7.3, W.7.4, W.7.5, W.7.6, W.7.10)