



**Unit-at-a-Glance**

This unit is approximately three weeks, or fourteen sessions, of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<p><b>Lesson 1</b> RI.7.2</p>	<p><b>Close Read: “The ‘Lost Girls’ of Sudan”</b></p> <p><b>Opening</b> A. Engage the Learner (5 minutes)</p> <p><b>Work Time</b> A. Close Read: “The ‘Lost Girls’ of Sudan” – RI.7.2 (25 minutes) B. Language Dive: “The ‘Lost Girls’ of Sudan,” Paragraph 10 – RI.7.2 (10 minutes)</p> <p><b>Closing and Assessment</b> A. Make Connections – RL.7.9 (5 minutes)</p> <p><b>Homework</b> A. Selected Response Questions: Students complete Homework: Main Idea and Details: “The ‘Lost Girls’ of Sudan” to scaffold their understanding about main ideas and details and to prepare for similar questions on the mid-unit assessment. B. Preread Anchor Text: Students should preread chapter 13 of <i>A Long Walk to Water</i> in preparation for studying the chapter in the next lesson.</p> <p>In this first lesson of Unit 2, students continue to deepen their understanding of the events and history related to the material in the novel <i>A Long Walk to Water</i>. Students participate in a close reading of “The ‘Lost Girls’ of Sudan,” focusing on identifying main ideas and details in order to write a summary of the article. Students also participate in a Language Dive to analyze a rich and meaningful sentence from the article “The ‘Lost Girls’ of Sudan.”</p>	<ul style="list-style-type: none"> <li>• I can determine two or more central ideas in “The ‘Lost Girls’ of Sudan” article and analyze their development over the course of the text. (RI.7.2)</li> <li>• I can write an objective summary of “The ‘Lost Girls’ of Sudan” article. (RI.7.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Work Time A: Close Read: “The ‘Lost Girls’ of Sudan” note-catcher (RI.7.1, RI.7.2)</li> </ul>

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<p><b>Lesson 2</b> RL.7.9, SL.7.2</p>	<p><b>Analyze Main Ideas in a Video</b></p> <p><b>Opening</b> A. Engage the Learner (5 minutes)</p> <p><b>Work Time</b> A. Read <i>A Long Walk to Water</i>, Chapter 13 (15 minutes) B. Analyze Main Ideas and Supporting Details in Video – SL.7.2 (20 minutes)</p> <p><b>Closing and Assessment</b> A. Make Connections – RL.7.9 (5 minutes)</p> <p><b>Homework</b> 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. Selected Response Questions: Students complete Homework: Main Idea and Details: <i>God Grew Tired of Us</i> (11:07–13:30) to scaffold their understanding about main ideas and details and to prepare for similar questions on the mid-unit assessment.</p> <p>In this lesson, students continue to read <i>A Long Walk to Water</i> as well as broaden their understanding of the context for the events in the novel by watching and analyzing a short documentary clip. Students determine the main idea(s) and supporting details of an excerpt from the video <i>God Grew Tired of Us</i> in order to answer questions about the novel, deepening their understanding of the context of the story.</p>	<ul style="list-style-type: none"> <li>• I can analyze the main ideas and supporting details in a clip from <i>God Grew Tired of Us</i>. (SL.7.2)</li> <li>• I can explain how the ideas in the video answer our questions about the Lost Boys of Sudan. (RL.7.9)</li> </ul>	<ul style="list-style-type: none"> <li>• Work Time B: Main Ideas and Summary: <i>God Grew Tired of Us</i> (SL.7.2)</li> <li>• Closing and Assessment A: Make Connections note-catcher (RL.7.9)</li> </ul>
<p><b>Lesson 3</b> W.7.7, W.7.8</p>	<p><b>Introduce Research</b></p> <p><b>Opening</b> A. Engage the Learner – L.7.4 (5 minutes)</p> <p><b>Work Time</b> A. Mini Lessons: Introduction to Research – W.7.7 (20 minutes) B. Research – W.7.8 (15 minutes)</p> <p><b>Closing and Assessment</b> A. Partner Share (5 minutes)</p> <p><b>Homework</b> A. Continue Refining Questions: As necessary, students complete Homework: Continue Refining Questions to continue refining their research questions based on the research they conducted today. B. 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 learn or review the steps for conducting research on a topic, including refining a research question, and evaluating sources. Students conclude the lesson by sharing their research questions and information gathered with a partner.</p>	<ul style="list-style-type: none"> <li>• I can research to answer questions about the Lost Children of Sudan. (W.7.7, W.7.8)</li> </ul>	<ul style="list-style-type: none"> <li>• Work Time B: Research on the Lost Boys of Sudan note-catcher (student generated) (RI.7.1, W.7.7, W.7.8)</li> </ul>

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<p><b>Lesson 4</b> RI.7.2, W.7.5, W.7.7, W.7.8</p>	<p><b>Research</b></p> <p><b>Opening</b> A. Engage the Learner – L.7.4d (5 minutes)</p> <p><b>Work Time</b> A. Mini Lessons: Continue Research – W.7.7 (15 minutes) B. Research – W.7.8 (15 minutes)</p> <p><b>Closing and Assessment</b> A. Whole-Group Summary Critique – W.7.5 (10 minutes)</p> <p><b>Homework</b> A. Revise Summary: Using the lessons learned from the whole-group summary critique activity, students complete Homework: Revise Summary to revise their own summaries. B. Preread Anchor Text: Students should preread chapter 14 of <i>A Long Walk to Water</i> in preparation for studying the chapter in the next lesson.</p> <p>Students continue learning researching skills and applying them to answer their questions about the Lost Boys of Sudan. Their research work includes refining their research questions, finding and evaluating sources, and gathering information by quoting or paraphrasing accurately and citing their sources. Students also write a summary of one of their sources, tracing the development of two or more central ideas over the course of the text. Students conclude the lesson by participating in a whole-class critique of one student's summary to help that student and all students improve their summarizing and writing skills.</p>	<ul style="list-style-type: none"> <li>• I can research to answer questions about the Lost Children of Sudan. (W.7.7, W.7.8)</li> <li>• I can determine the central ideas in an informational text and analyze their development over the course of the text. (RI.7.2)</li> <li>• I can write an objective summary of an informational text. (RI.7.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Work Time A: Research on the Lost Boys of Sudan note-catcher (student generated) (RI.7.1, W.7.7, W.7.8)</li> <li>• Work Time A: Summary of a source (RI.7.2)</li> </ul>

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<p><b>Lessons 5–6</b> RI.7.1, RI.7.2, W.7.7, W.7.8, SL.7.2</p>	<p><b>Mid-Unit 2 Assessment: Research to Answer a Question</b></p> <p><b>Opening</b> A. Return End of Unit 1 Assessments with Feedback (5 minutes) B. Engage the Learner (5 minutes)</p> <p><b>Work Time</b> A. Read <i>A Long Walk to Water</i>, Chapter 14 – SL.7.1 (15 minutes) B. Mid-Unit 2 Assessment: Research to Answer a Question, Part I (20 minutes) C. Mid-Unit 2 Assessment: Research to Answer a Question, Part II (30 minutes)</p> <p><b>Closing and Assessment</b> A. Track Progress: Research – W.7.7, W.7.8 (15 minutes)</p> <p><b>Homework</b> 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 to read <i>A Long Walk to Water</i> and demonstrate their skills in researching and answering questions related to the text. Students complete Part I of the mid-unit assessment as they watch a clip of <i>God Grew Tired of Us</i> 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 <i>A Long Walk to Water</i>.</p>	<ul style="list-style-type: none"> <li>I can analyze the main ideas and supporting details in a clip from <i>God Grew Tired of Us</i>. (RI.7.2, SL.7.2)</li> <li>I can research to answer questions about the Lost Boys of Sudan. (W.7.7, W.7.8)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket: Unit 2, Lessons 5–6</li> <li>Work Time B: Mid-Unit 2 Assessment: Research to Answer a Question, Part I (RI.7.2, SL.7.2)</li> <li>Work Time C: Mid-Unit 2 Assessment: Research to Answer a Question, Part II note-catcher (student generated) (RI.7.1, W.7.7, W.7.8)</li> </ul>
<p><b>Lesson 7</b> RI.7.2, W.7.2, W.7.4, W.7.9b</p>	<p><b>Write a Compare and Contrast Essay: Analyze a Model</b></p> <p><b>Opening</b> A. Engage the Learner – L.7.4a (5 minutes)</p> <p><b>Work Time</b> A. Determine Central Ideas in the Model Essay – RI.7.2 (20 minutes)</p> <p><b>Closing and Assessment</b> A. Explore the Painted Essay® – W.7.2 (20 minutes)</p> <p><b>Homework</b> A. Preread Anchor Text: Students should preread chapter 15 of <i>A Long Walk to Water</i> in preparation for studying the chapter in the next lesson.</p> <p>In this lesson, students analyze a model informative essay to identify the gist and the author’s purpose of the essay. Then students explore the Painted Essay® structure to generate criteria for their own essays.</p>	<ul style="list-style-type: none"> <li>I can determine the central ideas of a model essay. (RI.7.2)</li> <li>I can use the Painted Essay® structure to analyze a model. (W.7.2, W.7.4)</li> </ul>	<ul style="list-style-type: none"> <li>Work Time A: Model Essay note-catcher (RI.7.2)</li> <li>Closing and Assessment A: The Painted Essay® template (W.7.2, W.7.4)</li> </ul>

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<p><b>Lesson 8</b> RL.7.9, W.7.9a, W.7.9b</p>	<p><b>Compare an Informational Text to <i>A Long Walk to Water</i></b></p> <p><b>Opening</b> A. Engage the Learner – RL.7.4 (5 minutes)</p> <p><b>Work Time</b> A. Read <i>A Long Walk to Water</i>, Chapter 15 – SL.7.1 (15 minutes) B. Compare and Contrast Texts – RL.7.9 (20 minutes)</p> <p><b>Closing and Assessment</b> A. Whole-Group Share (5 minutes)</p> <p><b>Homework</b> 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 read chapter 15 of <i>A Long Walk to Water</i> and record their reactions and questions regarding this section of the text. Then students reread and analyze the article “The ‘Lost Girls’ of Sudan” (introduced in a previous lesson) and gather evidence to compare and contrast events in the article and events in the novel in preparation for their end of unit assessment.</p>	<ul style="list-style-type: none"> <li>• I can begin gathering and analyzing evidence to use in planning and writing my essay. (RL.7.1, RI.7.1)</li> <li>• I can compare and contrast events in <i>A Long Walk to Water</i> with an informational text describing the same events. (RL.7.9, W.7.9a, W.7.9b)</li> </ul>	<ul style="list-style-type: none"> <li>• Work Time B: Similarities and Differences: <i>A Long Walk to Water</i> and “The ‘Lost Girls’ of Sudan” note-catcher (RL.7.1, RL.7.9, RI.7.1, W.7.9a, W.7.9b)</li> </ul>
<p><b>Lesson 9</b> RL.7.9, W.7.2a, W.7.5, W.7.9a, W.7.9b</p>	<p><b>Write a Compare and Contrast Essay: Plan an Introduction</b></p> <p><b>Opening</b> A. Engage the Learner – W.7.2a (5 minutes)</p> <p><b>Work Time</b> A. Compare and Contrast Texts – RL.7.9 (10 minutes) B. Language Dive: Focus Statement – W.7.2a (10 minutes) C. Plan an Introduction – W.7.2a (15 minutes)</p> <p><b>Closing and Assessment</b> A. Pair Share – W.7.5 (5 minutes)</p> <p><b>Homework</b> A. Focus Statements: Students complete Homework: Focus Statements to review and revise their focus statements and to ensure they are answering the prompt. B. 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 to compare and contrast <i>A Long Walk to Water</i> and the article “The ‘Lost Girls’ of Sudan.” Students also participate in a Language Dive that guides them through the meaning and structure of the focus statement from the Compare and Contrast Model Essay. Finally, students plan the introductory paragraph for their compare and contrast essay and share their plan with a peer.</p>	<ul style="list-style-type: none"> <li>• I can plan the introduction of a compare and contrast essay with a strong focus statement. (W.7.2.a, W.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Work Time A: Similarities and Differences: <i>A Long Walk to Water</i> and “The ‘Lost Girls’ of Sudan” note-catcher (RL.7.1, RL.7.9, RI.7.1, W.7.9)</li> <li>• Work Time C: Introduction of part of the Informative Writing Plan graphic organizer (W.7.2a, W.7.4, W.7.5, W.7.9a, W.7.9b)</li> </ul>

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<p><b>Lesson 10</b> RL.7.9, W.7.2b, W.7.5, W.7.9a, W.7.9b</p>	<p><b>Write a Compare and Contrast Essay: Plan Proof Paragraphs 1 and 2</b></p> <p><b>Opening</b> A. Engage the Learner – W.7.2b (5 minutes)</p> <p><b>Work Time</b> A. The Painted Essay®: Sort and Color-Code Proof Paragraphs 1 and 2 – W.7.2b (10 minutes) B. Plan Proof Paragraphs 1 and 2 – W.7.2b (20 minutes)</p> <p><b>Closing and Assessment</b> A. Pair Share – W.7.5 (10 minutes)</p> <p><b>Homework</b> 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 use the Compare and Contrast Model Essay to delve deeper into the framework of the Painted Essay®. Then students use this understanding to plan the proof paragraphs for their compare and contrast essays, identifying their main points, gathering and organizing evidence to support these points, and explaining how the evidence supports their points.</p>	<ul style="list-style-type: none"> <li>I can plan the proof paragraphs of a compare and contrast essay. (W.7.2b, W.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>Work Time A: Proof paragraph parts of the Informative Writing Plan graphic organizer (RL.7.1, RL.7.9, RI.7.1, W.7.2b, W.7.5, W.7.9a, W.7.9b)</li> </ul>
<p><b>Lesson 11</b> RL.7.9, W.7.2f, W.7.5, W.7.9a, W.7.9b</p>	<p><b>Write a Compare and Contrast Essay: Plan Conclusion</b></p> <p><b>Opening</b> A. Engage the Learner – W.7.2f (5 minutes)</p> <p><b>Work Time</b> A. The Painted Essay®: Sort and Color-Code the Parts of the Conclusion – W.7.2f (10 minutes) B. Language Dive: Conclusion – W.7.2f (10 minutes) C. Plan a Conclusion – W.7.2f (15 minutes)</p> <p><b>Closing and Assessment</b> A. Pair Share – W.7.5 (5 minutes)</p> <p><b>Homework</b> 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 reconstruct the conclusion paragraph from the model essay to deepen their understanding of this part of the essay. Then students participate in a Language Dive that guides them through the meaning of the conclusion sentence from the Compare and Contrast Model Essay. Finally, students use this understanding and their plans for their introduction and proof paragraphs to plan the conclusion paragraph of their essays.</p>	<ul style="list-style-type: none"> <li>I can plan a conclusion that includes a strong reflection. (W.7.2f, W.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>Work Time C: Conclusion part of the Informative Writing Plan graphic organizer (RL.7.1, RL.7.9, RI.7.1, W.7.2f, W.7.4, W.7.9a, W.7.9b)</li> </ul>

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<p><b>Lessons 12–13</b> RL.7.1, RL.7.9, RI.7.1 W.7.2, W.7.4, W.7.6, W.7.9</p>	<p><b>End of Unit 2 Assessment: Compare and Contrast <i>A Long Walk to Water</i> and “The ‘Lost Girls’ of Sudan”</b></p> <p><b>Opening</b> A. Return Mid-Unit 2 Assessments with Feedback (5 minutes) B. Engage the Learner – W.7.2 (5 minutes)</p> <p><b>Work Time</b> A. End of Unit 2 Assessment: Compare and Contrast <i>A Long Walk to Water</i> and “The ‘Lost Girls’ of Sudan” (65 minutes)</p> <p><b>Closing and Assessment</b> A. Track Progress – W.7.2 (15 minutes)</p> <p><b>Homework</b> 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 complete their End of Unit 2 Assessments, in which they write the essays they’ve been planning over the previous several lessons. Students draw on evidence to compare and contrast the novel <i>A Long Walk to Water</i> and the informational article “The ‘Lost Girls’ of Sudan” to analyze how the author of the novel uses or alters history.</p>	<ul style="list-style-type: none"> <li>I can write an essay comparing and contrasting the events in <i>A Long Walk to Water</i> with a historical account of the same events. (RL.7.9, W.7.2)</li> </ul>	<ul style="list-style-type: none"> <li>Opening B: Entrance Ticket: Unit 2, Lessons 12–13 (W.7.2)</li> <li>Work Time A: End of Unit 2 Assessment: Compare and Contrast <i>A Long Walk to Water</i> and “The ‘Lost Girls’ of Sudan” (RL.7.1, RL.7.9, RI.7.1, W.7.2, W.7.4, W.7.6, W.7.9, W.7.10)</li> </ul>
<p><b>Lesson 14</b> W.7.2c, W.7.2d, W.7.5, L.7.6</p>	<p><b>Peer Critique: Compare and Contrast <i>A Long Walk to Water</i> and “The ‘Lost Girls’ of Sudan”</b></p> <p><b>Opening</b> A. Engage the Learner – W.7.2c (5 minutes)</p> <p><b>Work Time</b> A. Language Dive: Transitions – W.7.2c (10 minutes) B. Introduce Peer Critique Protocol – W.7.5 (10 minutes) C. Peer Critique – W.7.5 (10 minutes)</p> <p><b>Closing and Assessment</b> A. Revise Writing – W.7.2c, W.7.2d (10 minutes)</p> <p><b>Homework</b> A. Preread Anchor Text: Students should preread chapter 16 of <i>A Long Walk to Water</i> in preparation for studying the chapter in the next lesson.</p> <p>In this lesson, students participate in a Language Dive that focuses on the author’s use of transitions as well as on specific phrases that students can use as transitions in their own writing. Students then provide feedback to partners on their informative essays and close the lesson by incorporating the feedback as they revise their essays.</p>	<ul style="list-style-type: none"> <li>I can provide kind, specific, and helpful feedback to peers.</li> <li>I can revise my essay to use appropriate transitions among ideas. (W.7.2c, W.7.5)</li> <li>I can revise my essay to use precise language and domain-specific vocabulary. (W.7.2d, W.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>Closing and Assessment A: Revisions to End of Unit 2 Assessment essay (W.7.2c, W.7.2d, W.7.4, W.7.5, L.7.2b, L.7.3, L.7.6)</li> </ul>