



EXPEDITIONARY  
LEARNING

# Grade 7: Module 1

## Overview



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In this first unit, students will explore the question: “How do culture, time, and place influence the development of identity?” Through a study of the development of character in the novel *A Long Walk to Water*, students will immerse themselves in the experiences of the people of Southern Sudan during the Sudanese Civil War. In this unit, students will read the first five chapters of the novel, discovering the differing perspectives of the novel’s two main characters and considering the different experiences of the Dinka and Nuer tribes of Southern Sudan. Students will then explore informational texts that describe the cultures of the Dinka and the Nuer. Students will identify textual evidence that supports the differing perspectives

of the novel’s characters and the Sudanese people, and do routine writing tasks to analyze and explain that evidence. (This will lay the foundation for a rich performance task in Unit 3 in which students synthesize their understanding of character point of view in a two-voice poem.) Throughout this unit, students build their ability to read closely and to analyze textual evidence in writing. This unit also introduces important discussion protocols that help students collaborate effectively during discussions. For the Mid-Unit and End of Unit Assessments in Unit 1, students will demonstrate their abilities to gather textual evidence that highlights the different perspectives from their readings.

### Guiding Questions And Big Ideas

- **How do individuals survive in challenging environments?**
- **How do culture, time, and place influence the development of identity?**
- **How does reading different texts about the same topic build our understanding?**
- **How do writers use narrative techniques to convey characters’ perspectives?**
- *Individual survival in challenging environments requires both physical and emotional resources.*
- *Using informational writing about a historical time, place, or people enriches our understanding of a fictional portrayal of the same time period or events.*

### Performance Task

#### Research-Based Two-Voice Poem

This performance task gives students a chance to demonstrate their understanding of the characters and issues of survival presented in *A Long Walk to Water* by Linda Sue Park. Students will be crafting and presenting a two-voice poem incorporating the views and experiences of the two main characters, Nya and Silva, as well as factual information about Southern Sudan and the environmental and political challenges facing the people of Sudan during and after the Second Sudanese Civil War. Students will have read the novel and various informational texts to gather a rich collection of textual details from which they can select to incorporate into their poems. This task addresses NYSP12 ELA Standards RL.7.6, RL.7.11, W.7.3a, d, W.7.4, W.7.5, W.7.8, W.7.9, L.7.1, and L.7.2.



### Content Connections

This module is designed to address English Language Arts standards within the rich context of the Sudanese Civil War. However, the module intentionally incorporates Social Studies key ideas and themes to support potential interdisciplinary connections. These intentional connections are described below.

Big Ideas and Guiding Questions are informed by the New York State Common Core K-8 Social Studies Framework:

Unifying Themes (pages 6–7)

Theme 1: Individual Development and Cultural Identity: The role of social, political, and cultural interactions supports the development of identity. Personal identity is a function of an individual's culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences.

Theme 4: Geography, Humans, and the Environment: The relationship between human populations and the physical world (people, places, and environments).

Social Studies Practices, Geographic Reasoning, Grades 5–8:

Descriptor 2: Describe the relationships between people and environments and the connections between people and places (page 58).



CCS STANDARDS: READING—Literature	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• I can cite several pieces of text-based evidence to support an analysis of literary text.</li> </ul>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• I can analyze the development of a theme or central idea throughout a literary text.</li> </ul>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings).</li> </ul>
<ul style="list-style-type: none"> <li>• RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</li> </ul>	<ul style="list-style-type: none"> <li>• I can analyze how an author develops and contrasts the points of view of characters and narrators in a literary text.</li> </ul>
<ul style="list-style-type: none"> <li>• RL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</li> </ul>	<ul style="list-style-type: none"> <li>• I can compare and contrast a fictional and historical account of a time, place, or character.</li> </ul>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• I can read grade-level literary texts proficiently and independently.</li> <li>• I can read above-grade-level texts with scaffolding and support.</li> </ul>
<ul style="list-style-type: none"> <li>• RL.7.11. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make connections between a novel and other informational texts.</li> </ul>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• I can cite several pieces of text-based evidence to support an analysis of literary text.</li> </ul>



CCS STANDARDS: READING—Informational Text	Long-Term Learning Targets
<ul style="list-style-type: none"><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• I can cite several pieces of evidence to support an analysis of informational text.</li></ul>
<ul style="list-style-type: none"><li>• RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</li></ul>	<ul style="list-style-type: none"><li>• I can objectively summarize informational text.</li></ul>
<ul style="list-style-type: none"><li>• RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</li></ul>	<ul style="list-style-type: none"><li>• I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings).</li></ul>
<ul style="list-style-type: none"><li>• RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</li></ul>	<ul style="list-style-type: none"><li>• I can determine an author’s point of view or purpose in informational text.</li></ul>
<ul style="list-style-type: none"><li>• RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li></ul>	<ul style="list-style-type: none"><li>• I can read grade-level informational texts proficiently and independently.</li><li>• I can read above-grade-level texts with scaffolding and support.</li></ul>



CCS STANDARDS: WRITING	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• 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.               <ul style="list-style-type: none"> <li>A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>E. Establish and maintain a formal style.</li> <li>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized.</li> </ul>
<ul style="list-style-type: none"> <li>• W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.               <ul style="list-style-type: none"> <li>A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense.</li> </ul>



<p>D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	
<ul style="list-style-type: none"> <li>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.)</li> </ul>	<ul style="list-style-type: none"> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience.</li> </ul>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed.</li> <li></li> </ul>
<ul style="list-style-type: none"> <li>W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> </ul>	<ul style="list-style-type: none"> <li>I can gather relevant information from a variety of sources.</li> <li>I can quote or paraphrase others’ work while avoiding plagiarism.</li> <li>I can use a standard format for citation.</li> </ul>
<ul style="list-style-type: none"> <li>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.             <ul style="list-style-type: none"> <li>A. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</li> <li>B. Apply <i>grade 7 Reading standards</i> 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”).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I can select evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>
<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>I can adjust my writing practices for different timeframes, tasks, purposes, and audiences.</li> </ul>



range of discipline-specific tasks, purposes, and audiences.	
CCS STANDARDS: SPEAKING AND LISTENING	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.               <ul style="list-style-type: none"> <li>A. 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.</li> <li>B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>C. 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.’</li> <li>D. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues.</li> <li>• I can express my own ideas clearly during discussions.</li> <li>• I can build on others’ ideas during discussions.</li> </ul>
<ul style="list-style-type: none"> <li>• SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</li> </ul>	<ul style="list-style-type: none"> <li>• I can analyze the main ideas and supporting details presented in different media and formats.</li> </ul>
<ul style="list-style-type: none"> <li>• SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use effective speaking techniques (appropriate eye contact, adequate volume and clear pronunciation).</li> </ul>



CCS STANDARDS: LANGUAGE	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.               <ul style="list-style-type: none"> <li>A. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can use correct grammar and usage when writing or speaking.</li> </ul>
<ul style="list-style-type: none"> <li>• L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.               <ul style="list-style-type: none"> <li>A. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</li> <li>B. Spell correctly.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can use correct capitalization, punctuation, and spelling to send a clear message to my reader.</li> </ul>
<ul style="list-style-type: none"> <li>• L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.               <ul style="list-style-type: none"> <li>A. 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.</li> <li>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</li> <li>C. 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.</li> <li>D. 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).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can use a variety of strategies to determine the meaning of unknown words or phrases.</li> </ul>



<ul style="list-style-type: none"><li>• L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<ul style="list-style-type: none"><li>A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li><li>B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li><li>C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</li></ul></li></ul>	<ul style="list-style-type: none"><li>• I can analyze figurative language, word relationships and nuances in word meanings.</li></ul>
<ul style="list-style-type: none"><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• I can accurately use seventh-grade academic vocabulary to express my ideas.</li><li>• I can use resources to build my vocabulary.</li></ul>



Central Texts

1. Linda Sue Park, “Author’s Note,” from *A Long Walk to Water* (Boston: Sandpiper by Houghton Mifflin Harcourt, 2010), ISBN: 978-0-547-57731-9.
2. Linda Sue Park, *A Long Walk to Water* (Boston: Sandpiper by Houghton Mifflin Harcourt, 2010), ISBN: 978-0-547-57731-9.
3. “Life and Death in Darfur: Sudan’s Refugee Crisis Continues,” *Current Events*, April 7, 2006, 2. Excerpted section: “Time Trip, Sudan’s Civil War”.
4. Karl Vick, “Sudanese Tribes Confront Modern War,” *Washington Post Foreign Service*, July 7, 1999, A1 (excerpts).
5. Stephen Buckley, “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps,” *Washington Post Foreign Service*, August 24, 1997, A1 (excerpts)



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 1: Perspectives in Southern Sudan			
<b>Weeks 1-3</b>	<ul style="list-style-type: none"> <li>• Building background knowledge about physical environment and reading maps</li> <li>• Gathering evidence about point of view in a literary text</li> </ul>	<ul style="list-style-type: none"> <li>• I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)</li> <li>• I can analyze how an author develops and contrasts the points of view of characters and narrators in a literary text. (RL.7.6)</li> </ul>	
	<ul style="list-style-type: none"> <li>• Gathering evidence about point of view in a literary text</li> </ul>	<ul style="list-style-type: none"> <li>• I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)</li> <li>• I can analyze how an author develops and contrasts the points of view of characters and narrators in a literary text. (RL.7.6)</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-Unit 1: Identifying Perspective and Using Evidence from <i>A Long Walk to Water</i> (RL.7.1 and RL.7.6)</li> </ul>
	<ul style="list-style-type: none"> <li>• Connecting information with literature: building background knowledge about the Dinka and Nuer tribes of Southern Sudan</li> <li>• Gathering evidence about point of view in a literary text</li> </ul>	<ul style="list-style-type: none"> <li>• I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)</li> <li>• I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)</li> <li>• I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)</li> </ul>	<ul style="list-style-type: none"> <li>• End of Unit 1: Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes (RI.7.1, W.7.4, and W.7.9)</li> </ul>



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 2: Surviving in Sudan</b>			
<b>Weeks 4-7</b>	<ul style="list-style-type: none"> <li>Continue <i>A Long Walk to Water</i>, introduce concept of “theme” and focus on one theme: How people survive in challenging environments</li> <li>Start Reader’s Dictionary and anchor charts:</li> <li>What factors help people survive challenging environments?</li> <li>How does the author develop and contrast the two characters’ point of view?</li> <li>What happens to Salva and Nya?</li> <li>Introducing refugee accounts and reading informational text.</li> </ul>	<ul style="list-style-type: none"> <li>I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)</li> <li>I can compare and contrast a fictional and historical account of a time, place, or character. (RL.7.9)</li> </ul>	
	<ul style="list-style-type: none"> <li>Continue working with refugee texts and finish novel</li> <li>Introduce End of Unit 2 essay prompt</li> <li>Start scaffolding for essay by searching Reader’s Notes and Graphic Organizers to collect details for essay</li> </ul>	<ul style="list-style-type: none"> <li>I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)</li> <li>I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)</li> <li>I can compare and contrast a fictional and historical account of a time, place, or character. (RL.7.9)</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 2 Assessment: Comparing “Water for Sudan” and <i>A Long Walk to Water</i> (RI.7.1, RL.7.1, and RL.7.9)</li> </ul>



<b>Weeks 4-7</b>	<ul style="list-style-type: none"> <li>• Share a model essay and rubric</li> <li>• Instruction: how to analyze and incorporate quotes</li> <li>• Write essay draft</li> </ul>	<ul style="list-style-type: none"> <li>• I can cite several pieces of evidence to support an analysis of literary text. (RL.7.1)</li> <li>• I can analyze the development of a theme or central idea throughout a literary text. (RL.7.2)</li> <li>• I can write informative/ explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2)</li> <li>• I can produce clear and coherent writing that is appropriate to task, purpose and audience. (W.7.4)</li> <li>• I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)</li> <li>• I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6)</li> </ul>	<ul style="list-style-type: none"> <li>• End of Unit Assessment, Part 1: On-Demand Draft Writing about the Theme of Survival (RL.7.1, RL.7.2, W.7.2, W.7.4, W.7.9, and L.7.6).</li> </ul>
	<ul style="list-style-type: none"> <li>• Read more informational text about Sudan; summarize and build concept map to gather information for the research-based two-voice poem</li> <li>• Revise draft based on teacher feedback</li> <li>• Finalize essay</li> </ul>	<ul style="list-style-type: none"> <li>• I can cite several pieces of evidence to support an analysis of literary text. (RL.7.1)</li> <li>• I can analyze the development of a theme or central idea throughout a literary text. (RL.7.2)</li> <li>• I can compare and contrast a fictional and historical account of a time, place, or character. (RL.7.9)</li> <li>• I can write informative/ explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2)</li> <li>• I can produce clear and coherent writing that</li> </ul>	<ul style="list-style-type: none"> <li>• End of Unit Assessment, Part 2: Final Draft Writing about the Theme of Survival (RL.7.1, RL.7.2, W.7.2, W.7.4, W.7.8, W.7.9, L.7.1, L7.2, and L.7.6)</li> </ul>



		<p>is appropriate to task, purpose and audience. (W.7.4)</p> <ul style="list-style-type: none"><li>• I can gather relevant information from a variety of sources. (W.7.8)</li><li>• I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)</li><li>• I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)</li><li>• I can use correct grammar and usage when writing or speaking. (L.7.1)</li><li>• I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.7.2)</li><li>• I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6)</li></ul>	
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Week	Instructional Focus	Long-Term Targets	Assessments
Unit 3: Two-Voice Poem: Two Voices from Southern Sudan			
<p><b>Week 8</b></p>	<ul style="list-style-type: none"> <li>• Reconnect with the content of the informational texts and novel by discussing the author’s use of juxtaposition in the novel.</li> <li>• Read models of two-voice poems, analyze structure. Students identify criteria and a rubric</li> <li>• Selecting evidence and planning to create a research-based two-voice poem</li> <li>• Draft, critique, and revise two-voice poem</li> <li>• Share poems</li> </ul>	<ul style="list-style-type: none"> <li>• I can analyze how an author develops and contrasts the points of view of characters and narrators in a literary text. (RL.7.6)</li> <li>• I can make connections between a novel and other informational texts. (RL.7.11)</li> <li>• I can cite several pieces of evidence to support an analysis of informational text. (RI.7.1)</li> <li>• I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.7.3)</li> <li>• I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)</li> <li>• With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)</li> <li>• I can gather relevant information from a variety of sources. (W.7.8)</li> <li>• I can quote or paraphrase others’ work while avoiding plagiarism. (W.7.8)</li> <li>• I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)</li> <li>• I can use correct grammar and usage when</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-Unit 3 Assessment: Author’s Craft: Juxtaposition in <i>A Long Walk to Water</i> (RL.7.1, RL.7.2, and RL.7.6)</li> <li>• End of Unit 3 Assessment: Using Strong Evidence (RL.7.1, RI.7.1, L.7.2, W.7.9)</li> <li>• Final Performance Task: Research-based Two-Voice Poem (RL.7.6, RL.7.11, W.7.3a, d, W.7.4, W.7.5, W.7.8, W.7.9, L.7.1, and L.7.2).</li> </ul>



		<p>writing or speaking. (L.7.1)</p> <ul style="list-style-type: none"><li>• I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.7.2)</li></ul>	
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