



EXPEDITIONARY  
LEARNING

# Grade 7: Module 1

## Overview



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In this 8 eight-week module, students explore the experiences of people of Southern Sudan during and after the Second Sudanese Civil War. They build proficiency in using textual evidence to support ideas in their writing, both in shorter responses and in an extended essay. In Unit 1, students begin the novel *A Long Walk to Water* (720L) by Linda Sue Park. Students will read closely to practice citing evidence and drawing inferences from this compelling text as they begin to analyze and contrast the points of view of the two central characters, Salva and Nya. They also will read informational text to gather evidence on the perspectives of the Dinka and Nuer tribes of Southern Sudan. In Unit 2, students will read the remainder of the novel, focusing on the commonalities between Salva and Nya in relation to the novel's theme: how individuals survive in challenging environments. (The main characters' journeys are fraught with challenges imposed by the environment, including the lack of safe drinking water, threats posed by animals, and the constant scarcity of

food. They are also challenged by political and social environments.). As in Unit 1, students will read this literature closely alongside complex informational texts (focusing on background on Sudan and factual accounts of the experiences of refugees from the Second Sudanese Civil War). Unit 2 culminates with a literary analysis essay about the theme of survival. Unit 3 brings students back to a deep exploration of character and point of view: students will combine their research about Sudan with specific quotes from *A Long Walk to Water* as they craft a two-voice poem, comparing and contrasting the points of view of the two main characters, Salva and Nya,. The two-voice poem gives students an opportunity to use both their analysis of the characters and theme in the novel and their research about the experiences of the people of Southern Sudan during the Second Sudanese Civil War. **This task addresses NJSLs RL.7.6, RL.7.11, W.7.3a and d, W.7.4, W.7.5, W.7.8, W.7.9, L.7.1, and L.7.2.**

### 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 from different texts about the same topic build our understanding?**
- **What are the ways that an author can juxtapose two characters?**
- *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 Salva, 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 NJSLs 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 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).



NJSLs: READING—Literature	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• <b>RL.7.1.</b> Cite several pieces of textual evidence and make relevant connections 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>• <b>RL.7.2.</b> 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>• <b>RL.7.4.</b> 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>• <b>RL.7.6.</b> 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>• <b>RL.7.9.</b> Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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>• <b>RL.7.10.</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</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>• <b>RL.7.11</b> 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>



NJSLs: READING—Informational Text	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>RI.7.1. Cite several pieces of textual evidence and make relevant connections 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 at grade level text-complexity or above, with scaffolding as needed.</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>



NJSLs: WRITING	Long-Term Learning Targets
<ul style="list-style-type: none"><li>• <b>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.</b><ul style="list-style-type: none"><li>– <b>a. Introduce a topic; organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</b></li><li>– <b>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</b></li><li>– <b>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</b></li><li>– <b>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</b></li><li>– <b>e. Establish and maintain a formal style.</b></li><li>– <b>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</b></li></ul></li></ul>	<ul style="list-style-type: none"><li>• <b>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized.</b></li></ul>



NJSLs: WRITING	Long-Term Learning Targets
<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> <li>– d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>– e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</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>
<ul style="list-style-type: none"> <li>• W.7.4. Produce clear and coherent writing in which the development, organization, voice, 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> </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>



NJSLs: WRITING	Long-Term Learning Targets
<ul style="list-style-type: none"><li>• <b>W.7.9.</b> 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>• <b>W.7.10.</b> Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li></ul>	<ul style="list-style-type: none"><li>• I can adjust my writing practices for different timeframes, tasks, purposes, and audiences.</li></ul>





NJSLs: 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>



NJSLs: 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. 7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.<ul style="list-style-type: none"><li>– a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li></ul></li></ul>	



NJSLs: LANGUAGE	Long-Term Learning Targets
<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 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
<b>Unit 1: Perspectives in Southern Sudan</b>			
<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>



Week	Instructional Focus	Long-Term Targets	Assessments
<p><b>Weeks 4-7, continued</b></p>	<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> </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, L.7.2, and L.7.6)</li> </ul>



Week	Instructional Focus	Long-Term Targets (continued)	Assessments
<p><b>Weeks 4-7, continued</b></p>		<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. (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 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>	





Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 3: Two-Voice Poem: Two Voices from Southern Sudan</b>			
<b>Week 8</b>	<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> </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>



Week	Instructional Focus	Long-Term Targets (continued)	Assessments
<b>Week 8, continued</b>		<ul style="list-style-type: none"><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></ul>	



EXPEDITIONARY  
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# Grade 7: Module 1

## Assessment Overview



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<b>Performance Task</b>	<b>Research-Based Two-Voice Poem</b> This performance task gives students a chance to demonstrate their understanding of the characters and issues of survival presented in <i>A Long Walk to Water</i> 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 Salva, 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 NJSLS 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.
<b>Mid-Unit 1 Assessment</b>	<b>Identifying Perspective and Using Evidence from A Long Walk to Water</b> This assessment centers on standards NJSLS RL.7.1 and RL.7.6. Students will complete a graphic organizer in which they gather and make inferences from textual evidence about the differences in perspective of Nya and Salva in <i>A Long Walk to Water</i> . Students will also respond to an Evidence-Based Selected Response item to further demonstrate their progress with analyzing text. This is a reading assessment: the purpose is for students to demonstrate their ability to cite textual evidence that articulates a character’s perspective in a text, specifically in regard to how the plot unfolds and how a character responds to change. This assessment is not meant to formally assess students’ writing. Most students will write their responses in the graphic organizer, in which case it may also be appropriate to assess students on W.7.9. However, if necessary, students may dictate their answers to an adult.
<b>End of Unit 1 Assessment</b>	<b>Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes</b> This assessment centers on standard NJSLS RI.7.1, W.7.4, and W.7.9. Students will complete a graphic organizer in which they gather and make inferences from textual evidence about the differences in perspective of the Dinka and the Nuer in Sudan from informational text. This is a reading assessment: the purpose is for students to demonstrate their ability to cite textual evidence that articulates perspective in an informational text, specifically in regard to how history and culture affect social identity. Students will then respond to a short constructed-response question, “What is one important way that place shapes the identity of the Dinka and/or Nuer tribes?” This is also a writing assessment: the purpose is for students to demonstrate their growing ability to use textual evidence to support analysis.



<b>Mid-Unit 2 Assessment</b>	<b>Comparing “Water for Sudan” and A Long Walk to Water</b> This assessment centers on NJSLS RL.7.1, RL.7.9, and RI.7.1. For this assessment, students will analyze how the author of <i>A Long Walk to Water</i> uses and elaborates on historical facts to convey her ideas about how people survive in South Sudan.
<b>End of Unit 2 Assessment</b>	<b>Literary Analysis—Writing about the Theme of Survival</b> This assessment has two parts. Students respond to the following prompt: “What factors made survival possible for Salva in <i>A Long Walk to Water</i> ? After reading the novel and accounts of the experiences of the people of Southern Sudan during the Second Sudanese Civil War, write an essay that addresses the theme of survival in the novel. Support your discussion with evidence from the text you have read.” Part 1 is students’ best on-demand draft, and centers on NJSLS RL.7.1, RL.7.2, W.7.2, W.7.4, W.7.9, and L.7.6. This draft will be assessed before students receive peer or teacher feedback so their individual understanding of the texts and their writing skills can be observed. Part 2 is students’ final draft, revised after peer and teacher feedback. Part 2 adds standards L.7.1, L.7.2, and W.7.8.
<b>Mid-Unit 3 Assessment</b>	<b>Author’s Craft: Juxtaposition in A Long Walk to Water</b> This assessment centers on NJSLS RL.7.1, RL.7.2, and RL.7.6. Students will reread short sections of the novel and explain how the author of <i>A Long Walk to Water</i> develops and compares Salva’s and Nya’s point of view to convey her ideas about how people survive in South Sudan.
<b>End of Unit 3 Assessment</b>	<b>Using Strong Evidence</b> This assessment centers on NJSLS RI.7.1, RL.7.1, L.7.2, and W.7.9. After practicing the skill of locating evidence from informational texts to support the main ideas in their two-voice poems, students will complete the End of Unit 3 Assessment, which evaluates their ability to do this independently. Students will revisit an excerpt from <i>A Long Walk to Water</i> and encounter a new informational text about Sudan and will complete selected- and constructed-response items that ask them to select evidence from the informational text that would best support specific themes or ideas, and to justify their choice.