



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 1: Unit 3: Lesson 5**

## **End of Unit 3 Assessment: Using Strong Evidence**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can cite several pieces of text-based evidence to support an analysis of informational text. (RL.7.1)  
I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)  
I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)  
I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.7.2)

**Supporting Learning Targets**

- I can cite evidence to support my analysis of an informational text in the end of unit assessment.
- I can use correct capitalization, punctuation, and spelling in my two-voice poem.

**Ongoing Assessment**

- End of Unit 3 Assessment



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Entry Task: Preparing for End of Unit 3 Assessment (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. End of Unit 3 Assessment (20 minutes)</li><li>B. Conventions in the Two-Voice Poem (10 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Review Learning Targets (10 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Revise two-voice poem for conventions. Publish final draft of two-voice poem (type it or nicely rewrite it). Bring all two-voice poem work to turn in (Gathering Evidence graphic organizer, poem planner, final draft of the poem).</li><li>B. Practice reading your poem aloud before you come back to class. Reading it to your family would be a great way to share your work with them.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• The students will be referring to the model two-voice poem again in this lesson. If they have kept their previous copy, there is no need to make additional copies.</li><li>• Note it may be somewhat confusing to students that there is a “model” poem (an exemplar, used in most lessons) as well as a “sample” poem (which includes mistakes, and was used in Lesson 4 as an alternative to having a student volunteer share his/her work). In this lesson, students focus again on the model poem.</li><li>• In advance: Consider setting up your room so that students feel like they are in a formal assessment environment.</li></ul>

Lesson Vocabulary	Materials
cite, ellipses	<ul style="list-style-type: none"><li>• Entry task (one per student)</li><li>• End of Unit 3 Assessment: Using Strong Evidence (one per student)</li><li>• End of Unit 3 Assessment: Using Strong Evidence (Answers for Teacher Reference)</li><li>• Document camera</li><li>• Model Two-Voice Poem: “I Would Do Anything” (from Unit 2, Lesson 17; one for display and one per student if needed)</li><li>• Colored pencils</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task: Preparing for End of Unit 3 Assessment (5 minutes)</b></p> <ul style="list-style-type: none"><li>• As students enter the classroom, give them the <b>entry task</b>. Allow them 2 minutes to read it over and answer the questions individually.</li><li>• Ask students to turn to their seat partner and share their answers.</li><li>• Cold call one or two pairs to answer the first question: “What does it mean to use ‘strong evidence’ to support your analysis of a text?” Listen for: “It means using quotes from text that strongly support your ideas” or “It means choosing just the right evidence to support your ideas.” Clarify if necessary.</li></ul>	<ul style="list-style-type: none"><li>• Research indicates that cold calling improves student engagement and critical thinking. Be sure to prepare students for this strategy by discussing the purpose, giving appropriate think time, and indicating that this strategy will be used before students are asked questions.</li></ul>
Work Time	Meeting Students' Needs
<p><b>A. End of Unit 3 Assessment (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that today they get to demonstrate their progress on the learning target that was discussed earlier. Assure students that there are no tricks to this assessment; it really is exactly the same process they’ve been practicing in class in Unit 2 and in Unit 3, Lesson 1.</li><li>• Tell students that everyone needs to remain silent until the entire class is finished, that this commitment is how they show respect for each other and is non-negotiable. Write on the board: “If you finish early, you can ...” and include suggestions they made in Unit 1, Lesson 14.</li><li>• Distribute the End of Unit 3 Assessment: Using Strong Evidence to each student.</li><li>• Ask the class to complete the assessment.</li></ul>	<ul style="list-style-type: none"><li>• For some students, this assessment may require more than the 20 minutes allotted. Consider providing time over multiple days if necessary.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Conventions in the Two-Voice Poem (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Return to the entry task. Ask students to share with their seat partner what they think is challenging about using correct capitalization and punctuation in their poems.</li><li>• Call on one or two students to share their thoughts.</li><li>• Distribute the <b>Model Two-Voice Poem: “I Would Do Anything”</b> (from Unit 2, Lesson 17) and show it on the <b>document camera</b>. Tell students that they are going to look at the use of capitalization and punctuation in this poem. Explain that in two-voice poems, capitalization and punctuation are very important because they let the reader know where one thought begins and ends, even if one voice starts the idea and the other voice finishes it.</li><li>• Point to your copy of the poem and explain that the first complete sentence is the first line that begins with Uncle Jewiir and ends with Nya’s uncle: “Life challenges us here in Sudan.”<ul style="list-style-type: none"><li>* Explain that the author used ellipses to indicate that the sentence continues. Show students the period at the end of the sentence and explain that it shows the end of that thought. Next, point out the line that begins with: “Every year when the rains stopped and the pond near the village dried up” (26). Let students know that this sentence is complicated and the author had to make a choice. The reason it’s complicated is because the line “my people were forced to leave our village” is part of two different sentences.</li><li>* “Every year when the rains stopped and the pond near the village dried up” (26) my people were forced to leave our village to find water.</li></ul></li><li>• My people were forced to leave our village, running for our lives.”</li><li>• Explain that since it is the middle of one sentence and the beginning of another sentence, the author had to decide whether to capitalize “my.” She chose not to; in poetry, the author has the freedom to make a decision like that.</li><li>• Ask students to work with their seat partner to identify the complete sentences in the rest of the poem, underlining each sentence with a different colored pencil.</li><li>• The sentences are the following:<ul style="list-style-type: none"><li>* “More than 4 million people were forced to flee their homes” (“Time Trip: Sudan’s Civil War”).</li><li>* “For my family, I would do anything.”</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Many students will benefit from having the time available for this activity displayed via a timer or stopwatch.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>* “You only need to walk as far as those bushes, Salva.”(53)</li><li>* I will take opportunities “to create a future that might be different” (Water for South Sudan): a well, a refugee camp, a school.</li><li>* Tomorrow will be better than today for Nya.</li><li>* Tomorrow will be better than today for Salva.</li><li>• As a class, review the sentences. Answer any questions the students may have about the way the model poem uses punctuation or capitalization.</li></ul>	
Closing and Assessment	Meeting Students' Needs
<b>A. Review Learning Targets (10 minutes)</b> <ul style="list-style-type: none"><li>• Reread the learning targets and focus particularly on the second one. Ask students to get out their two-voice poems and underline the complete ideas in their sentences in different colors.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Revise your two-voice poem for conventions. Publish the final draft of the two-voice poem (type it or nicely rewrite it). Bring all two-voice poem work to turn in (Gathering Evidence graphic organizer, poem planner, final draft of the poem).</li><li>• Practice reading your poem aloud before you come back to class. Reading it to your family would be a great way to share your work with them.</li></ul>	



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## Supporting Materials



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.....  
Name:

.....  
Date:

Read these learning targets:

**I can cite evidence to support my analysis of an informational text on the End of Unit Assessment**

**I can use correct capitalization, punctuation and spelling in my two voice poem.**

1. What does it mean to use “strong evidence” to support your analysis of a text?

.....  
.....  
After the assessment, you will revise your poem for correct capitalization and punctuation.

2. What do you think will be challenging about using correct capitalization and punctuation in your two-voice poem?





Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Read the following passages and then answer the questions below.

**Water for South Sudan: “A thirst for knowledge can be satisfied”**

Imagine you’re a woman who treks miles each day for often-contaminated water in desert heat reaching upwards of 120°F. Returning home, you carry a 40 or 50 pound water container on your head. Your children may walk with you, or wait at home for a drink, a bath, or for a cooked meal. They’re not in school because there is no school.

There’s no chance for children, especially young women, to gain a basic education, to create a future that might be different.

Then, a change happens. A borehole well is drilled nearby.

Now, instead of hours walking or waiting for safe, drinkable water, there’s time for other things.

Important things for your family, your village.

Your village builds a school. A teacher arrives. Your children have new learning and new dreams for their lives.

You know that safe water can satisfy many thirsts.

**Water for South Sudan: “Entrepreneurs and markets spring up”**

Most of us who live in developed countries take for granted the ability to make a quick ride to the supermarket for groceries and ordinary household supplies such as soap. We might even stop for tea or coffee at a local café along the way.

Of course that’s not possible in the remote villages of Africa’s largest country, which is one of the poorest and least developed in the world.

But when a South Sudan village has a borehole well, it can foster a marketplace. Before the well, people of the village might have to walk miles, sometimes taking days, to get such supplies.

Now those common, everyday needs can be met closer to home. Entrepreneurs emerge, bringing wares from soap to foodstuffs, clothes to tools. Even a small café or restaurant might appear, becoming a social center.

Village life blossoms when you just add water.

***A Long Walk to Water*, Chapter 18, p. 113**

In a few more days, the school would be finished. Nya and Dep and Akeer would all go to school, along with the other children. Next year there would be a marketplace where the villagers could sell and buy vegetables and chickens and other goods. There was even talk of a clinic someday—a medical clinic, so they wouldn’t have to walk so far to get help, as they had to when Akeer was ill.

It was the well that was bringing the village all these good things.

But the well was not for their use alone. People would come from miles around to fetch the good clean water. Nya knew from listening to the grownups that the crew leader had made many arrangements concerning the well. No one was ever to be refused water. Some of the villagers would be responsible for maintaining the well. They would be busy with this new work, so the entire village was to help them with their crops and cattle. Other villagers, including Nya’s uncle, would resolve any disputes that arose.



1. Based on both of these sources, what are two ways that clean water changes villages in South Sudan?

a.
b.

2. In the chart below, support your ideas in the box above, using strong evidence from each text.

	Strong evidence from <i>Water for South Sudan</i> and why this evidence is so important in changing villages.	Strong evidence from <i>A Long Walk to Water</i> and why this evidence is so important in changing villages.
<i>One Way Clean Water Changes Villages</i>		
<i>Another Way Clean Water Changes Villages</i>		



**3. Part A**

Reread the last sentence of *Water for South Sudan*: “A thirst for knowledge can be satisfied”: “You know that safe water can satisfy many thirsts.” What does this sentence mean?

- a. Many people will not be thirsty anymore.
- b. Having access to clean water will give people time to do other things.
- c. Water will positively affect children.

**Part B**

Select two pieces of evidence from *Water for South Sudan*: “A thirst for knowledge can be satisfied” that best support the answer to Part A.

- a. “Imagine you’re a woman who treks miles each day for often-contaminated water in desert heat reaching upwards of 120° F. “
- b. “Now, instead of hours walking or waiting for safe, drinkable water, there’s time for other things.”
- c. “Your children may walk with you, or wait at home for a drink, a bath, or for a cooked meal. They’re not in school because there is no school.”
- d. “Then, a change happens. A borehole well is drilled nearby.”
- e. “Your village builds a school. A teacher arrives. Your children have new learning and new dreams for their lives.”
- f. “Returning home, you carry a 40 or 50 pound water container on your head.”
- g. “There’s no chance for children, especially young women, to gain a basic education, to create a future that might be different.”

1. Based on both of these sources, what are two ways that clean water changes villages in South Sudan?

**a. Possible answers: Children can go to school, villages can build marketplaces (Water for South Sudan)**

**b. Possible answers: Children can go to school, villages can build marketplaces, medical clinics can be established (A Long Walk to Water)**

4. In the chart below, support your ideas in the box above, using strong evidence from each text.

**These pieces of evidence should support the two ways that students included above. The answer key shows possible answers, but student responses may vary.**

	Strong evidence from <i>Water for South Sudan</i> and why this evidence is so important in changing villages.	Strong evidence from <i>A Long Walk to Water</i> and why this evidence is so important in changing villages.
<i>One Way Clean Water Changes Villages</i>	<p><b>“Your village builds a school.”</b></p> <p><b>Building schools is important because children, especially girls, will get a chance to be educated.</b></p>	<p><b>“Nya and Dep and Akeer would all go to school, along with the other children.”</b></p> <p><b>Nya will get to go to school instead of walking every day to get water.</b></p>
<i>Another Way Clean Water Changes Villages</i>	<p><b>“Entrepreneurs emerge, bringing wares from soap to foodstuffs, clothes to tools.”</b></p> <p><b>A marketplace would mean that people in the villages would have more access to supplies they need.</b></p>	<p><b>“Next year there would be a marketplace where the villagers could sell and buy vegetables and chickens and other goods.”</b></p> <p><b>This means that Nya and her family will have easier access to a variety of food.</b></p>



5. Part A

Reread the last sentence of Water for South Sudan: “A thirst for knowledge can be satisfied”: “You know that safe water can satisfy many thirsts.” What does this sentence mean?

- a. Many people will not be thirsty anymore.
- b. Having access to clean water will give people time to do other things.**
- c. Water will positively affect children.

Part B

Select two pieces of evidence from Water for South Sudan: “A thirst for knowledge can be satisfied” that best support the answer to Part A.

- a. “Imagine you’re a woman who treks miles each day for often-contaminated water in desert heat reaching upwards of 120° F. “
- b. “Now, instead of hours walking or waiting for safe, drinkable water, there’s time for other things.”**
- c. “Your children may walk with you, or wait at home for a drink, a bath, or for a cooked meal. They’re not in school because there is no school.”
- d. “Then, a change happens. A borehole well is drilled nearby.”
- e. “ Your village builds a school. A teacher arrives. Your children have new learning and new dreams for their lives.”**
- f. “Returning home, you carry a 40 or 50 pound water container on your head.”
- g. “There’s no chance for children, especially young women, to gain a basic education, to create a future that might be different.”