

A Long Walk to Water

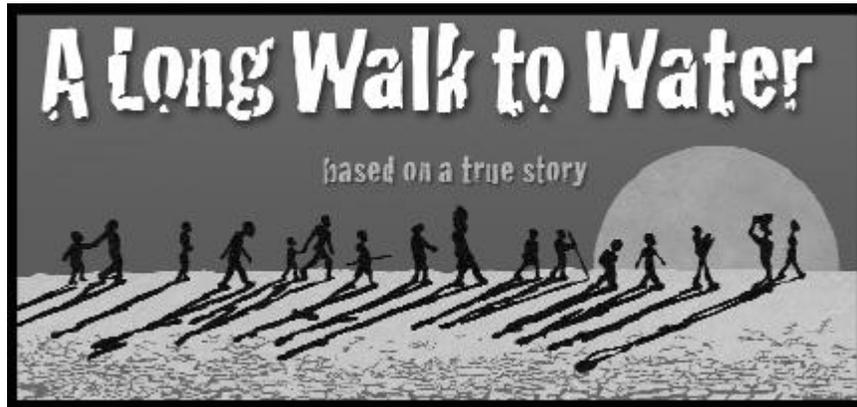
based on a true story



written by Linda Sue Park ~ illustrated by Jim Averbeck

a breakfast serials story

TEACHER'S GUIDE BY JAN McDONALD/ROCKY MOUNTAIN READERS



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COMMON CORE STANDARDS

This guide has been aligned with the Common Core Standards and these standards are noted at appropriate places throughout the guide in abbreviated form. The related standards in longer form for reading, writing, language, listening and speaking are listed at the end of this guide.

I. BEFORE READING

Description of the Story

A Long Walk to Water is an original serial novel taken from today's headlines. Written for the Breakfast Serials audience by Linda Sue Park, author of many novels for young people (including the Newbery Award winner, *A Single Shard*), A Long Walk to Water is based on the true story of Salva, one of some 3,800 Sudanese "Lost Boys" airlifted to the United States beginning in the mid 1990s. Before leaving Africa, Salva's life is one of harrowing tragedy. Separated from his family by war and forced to travel on foot through hundreds of miles of hostile territory, he survives starvation, animal attacks, and disease and ultimately leads a group of about 150 boys to safety in Kenya. Relocated to upstate New York, Salva resourcefully learns English and continues on to college. Eventually he returns to his home region in southern Sudan to establish a foundation that installs deep-water wells in remote villages in dire need of clean water. This poignant story of Salva's life is told side-by-side with the story of Nya, a young girl who lives today in one of those villages.

About the Author C.C.Reading 7, 10

Linda Sue Park, the daughter of Korean immigrants, grew up outside Chicago. An avid reader, she was nine when she was first published—a haiku, in *Trailblazer* magazine. Linda Sue received a degree in English Literature from Stanford University, where she also competed for the gymnastics team. In 1983, she left her job writing for an oil company and moved to Dublin. She proceeded to study literature; move again—to London, marry, give birth, teach English, work as a food journalist, and have another baby. In 1990 Linda and her family moved back to the U.S., and in 1997 she started writing her first book, *Seesaw Girl*. *The Kite Fighters* followed in 2000, and *A Single Shard*, published in March 2001, was awarded the 2002 Newbery Medal. Her most recent books are a picture book, *Tap Dancing on the Roof*, and a novel, *Keeping Score*. Linda Sue can be found on the web at <http://www.lindasuepark.com>.

About the Illustrator .CC.Reading 7, 10

Jim Averbeck was born and raised in the suburbs of Cincinnati, Ohio. As an adult, Jim quit his secure, well-paid engineering job and headed off for Cameroon, in West Africa. Working on water projects for the Peace Corps, he lived there for nearly four years. He fell in love with the country, where he sampled the salty flavors of fried termites and crocodile, and learned how to say "Hello, I want one steamed bean cake, thank you," in Bulu. Upon his return to the United States, Jim plunged into the world of children's literature, despite a minimum of formal training in writing or illustrating,. His first book, *In a Blue Room*, was a Junior Library Guild Premier Selection, a *Publishers Weekly* Best Books of 2008 choice, and a Cooperative Children's Book Center (CCBC) Best Book of the Year. Jim's second picture book, *The Market Bowl*, is forthcoming and is set in his beloved Cameroon.

Story Structure meets the Art of Jim Averbeck CC Reading 5

Linda Sue Parks has used an interesting story structure in A Long Walk to Water. In each chapter (except Chapter 18) there are two time periods and two storylines. The first set in the present time in Southern Sudan tells Nya's story and her own long walk to water. The second time period and storyline is Salva's longer story starting in 1985 when rebels in Sudan force him to leave home and become a "lost boy" who searches for family and safety in

refugee camps and finally in America. The two stories and the artwork finally merge into one in Chapter 18..

Jim Averbeck's powerful artwork captures both of these storylines: the color inner art is Salva's experience, and the fascinating brown-tone frame depicts Nya's story. Ask your students how the artwork helps them understand the story. How does the art give them a deeper and richer understanding of what is happening to these two children? How does Jim Averbeck's background and experiences uniquely qualify him to do the illustrations for this story? Use the artwork as a way to build prior knowledge of what will happen in each chapter.

The Lost Boys of Sudan CC Reading 7

There is a movie titled The Lost Boys of Sudan which is an excellent depiction of the incredible tragedy of these boys and their journey from Africa to America. This website details the movie and offers curriculum ideas for older students. <http://lostboysfilm.com/learn.html>

This website by PBS follows the film and offers other's stories as well as offering a discussion guide and lesson plans to follow the film.

<http://www.pbs.org/pov/pov2004/lostboysofsudan/>

About 120 Lost Boys live in Chicago today. Follow their story at this website:

<http://www.lostboyschicago.com/LostBoys.htm>

Haiku CC Reading 7, CC Writing 10

Linda Sue Park's first published piece was a haiku in a children's magazine. Haiku is the traditional poetry of classic Japan. These three-line verses from the 13th century originally grew from an older five-lined verse form called, tanka. Haiku is known for its simplicity and brevity and it continues to be popular in Japan as well as a growing influence on the poetry of the Western world. The first and last lines of a haiku have 5 syllables and the middle line has 7 syllables. The lines rarely rhyme. (See the author's first published haiku under About the Author above.) Have students at different points in the story, write haiku that represent their feelings or the images they have in their mind of what is happening in the story.

Here are a few websites to give you more ideas.

1. <http://www.kidzone.ws/poetry/haiku.htm> What is haiku plus printable worksheets
2. <http://www.twodragonflies.com/about.html> Haiku and music for children
3. http://www.sdfarmbureau.org/fuyu/haiku_worksheet.html Another worksheet
4. http://www.readwritethink.org/lessons/lesson_view.asp?id=39 Haiku for any season

Anticipation Guide CC Reading 2, CC Writing 4

An anticipation guide is a list of generalizations that connect to the theme of a selection. This guide activates prior knowledge. It encourages students to make personal connections to the text and to be active readers as they approach the text for the first time. Students can revisit their opinions at any time throughout the story and these opinions provide good discussion material.

Directions: Read each statement and write Agree in the blank if you believe the statement and could support it or put Disagree in the blank if you do not believe the statement and could not support it. After you finish reading the selection, revisit the statements. Have you changed your thinking on any item? Now decide how a character in the story would react to each statement.

Before Reading

After Reading

- | | |
|--|-------|
| _____ 1. Man is basically good. | _____ |
| _____ 2. Government should solve its people's problems. | _____ |
| _____ 3. Force may be needed to get things done. | _____ |
| _____ 4. Government's most important job is to protect its people. | _____ |
| _____ 5. A leader is born, not made. | _____ |
| _____ 6. Man will behave badly without laws. | _____ |
| _____ 7. A government's job is to help its people when they can't help themselves. | _____ |
| _____ 8. Man must care for himself first before he can help others. | _____ |
| _____ 9. When a government is corrupt, people must rebel. | _____ |
| _____ 10. Government's job is to make laws, & make people obey them. | _____ |
| _____ 11. War is a necessary evil. | _____ |
| _____ 12. The differences between right and wrong are very clear. | _____ |
| _____ 13. Character is born of adversity. | _____ |
| _____ 14. Without war there is no peace. | _____ |
| _____ 15. All is fair in war. | _____ |
| _____ 16. Water is our most precious resource. | _____ |
| _____ 17. Hope is our most precious resource. | _____ |

This site offers more on anticipation guides...

<http://www.greece.k12.ny.us/instruction/ela/6-12/reading/Reading%20Strategies/anticipation%20guide.htm>

Word Splash for Chapter 1 CC Reading 2

Objectives: Assess prior knowledge Provide motivation for reading
 Decipher vocabulary Set a clear purpose for reading
 Allow for a variety of modes of learning

Steps:

1. Select 7-10 meaningful words or phrases from the reading selection. Be sure to include not only similar words that will indicate the subject of the selection but also some of the words and phrases that seem contradictory to the others.

2. Give each student a sheet and ask him/her to spend a little time thinking about what kind of story or article could include all of these words or phrases.

3. Ask students to form small groups of 3-5 (or you can assign them to groups). In their groups, they should decide what the story will be about. They should also create a narrative/explanation that will include all the words or phrases.

4. Ask each group to share their narrative or explanation. As they listen, students should look for common elements.

5. Ask students to list the common elements they heard on the board (or you could list them if students have trouble doing this.)

6. Individually, students now read the selection.

7. In small groups or as a whole class, discuss the similarities and differences between the narratives they constructed prior to reading the story and the actual story. It is very important to discuss the reasons for the differences. This discussion can highlight the number of possible approaches authors have available to them when deciding to write about a particular subject. Students' constructions may be perfectly logical without being exactly the same as the story or explanation the author constructed.

An advanced step: Once students have done a few of these word splashes, they could independently prepare them for themselves or each other. They should skim an article or story, selecting seven to ten words and phrases. If working independently, they could write those down in a log and then construct a story using them. If working in groups, they could prepare a word splash sheet for someone else to use before reading a selection.

Here are two websites that will give teachers more information about writing their own word splashes.

a. http://www.turningpts.org/pdf/Word_splash2.doc

b. www.aamprogram.org/pdfs/teacherWorkshops/wordSplashJohnLeard.pdf

Salva	he learned Arabic	rebels
CRACK!	FIGHTING FOR INDEPENDENCE	
SOUTHERN PART OF SUDAN	<i>run into the bush</i>	<i>in a panic</i>
different religions	<i>away from home</i>	

II. DURING READING

CHAPTER 1

Vocabulary/Definition/Content CC Language 4

thorns	“Heat, and time. And thorns .” n.a sharp pointed spine or prickle on a plant or branch
droned	“The teacher droned on with a lesson about the Arabic language.” v. to talk in a dull, monotonous manner
responsibilities	“Their responsibilities depended on how old they were...” n. duties, obligations
dress	“Others helped clean and dress the animal.” v. to prepare for cooking
panic	“Salva covered his head with his hands, but kept looking from side to side in a panic .” n. sudden overwhelming fear
bush	“Stay away from the villages - run into the bush .” n. a large uncleared area thickly covered with mixed plant growth, trees, etc., as a jungle.
rebels	“He knew the rebels from the southern part of Sudan, where his family lived, were fighting against the government, which was based in the north.” n. one who opposes by force an existing government or ruling authority
independence	“They began fighting for independence from the north.” n. freedom

Question/Predict/Evaluate CC Reading 1

2008

1. Why does the author use different styles of print and different time periods in the same chapter? What can be learned from this style of writing?

1985

2. Describe Salva as a student, his school and what he learns. Can you make any connections?
3. Describe Salva’s family and home life. Is it anything like your own?
4. What are the issues for which the rebels are fighting the government? What does it mean for Sudan to become Muslim?
5. Why does the teacher urge them to “run into the bush.”
6. What are you wondering about as this chapter ends?

Extending the Story CC Speaking and Listening 1

1. In Sudan rebels have been at war “fighting against the government”. In a democratic society, there are many ways to show disagreement with the government. Brainstorm ways citizens can disagree with their government and elected officials in a democracy.

CHAPTER 2

Vocabulary/Definition/Content CC Language 4

shrouded	“He couldn’t see the school building; it was shrouded by smoke and dust.” v. covered, concealed
relief	“ Relief flooded through him.” n. the easing of a burden or distress, such as pain, anxiety
model	“His father always told him to act like a man - to follow the models of his older brothers...” n. example
terror	“...this thought strengthened him enough to keep him from collapsing in terror .” n. sheer fright
mortars	“The village men were forced to carry supplies: guns and mortars ...” n. a portable, muzzle loading cannon used to fire shells

Question/Predict/Evaluate CC Reading 1

2008

1. How does Nya spend her time?

1985

2. What is happening around Salva as he runs away from the school?
3. What three questions occupy Salva’s thoughts? Can you answer Salva’s questions?
4. When the people organize by village, what does Salva discover?
5. Describe the rebels. How do their appearance and actions affect the people?
6. Does Salva consider himself a man? Do the rebels consider Salva a man?
7. Why does the group leave the rebels? Why do they leave Salva in the barn the next morning?
8. Can you imagine how Salva is feeling at the end of this chapter? Where is he?

Extending the Story CC Speaking and Listening 1

1. The government of Sudan “wanted all of Sudan to become an Islamic country.” What might happen in a democracy if the government decided to make one religion the state religion as Sudan tried to do?

CHAPTER 3

Vocabulary/Definition/Content CC Language 4

gourd	“Nya took the hollowed gourd that was tied to the handle of the plastic can.” n. the hard-shelled fruit of any of various plants, whose dried shell is used for bowls and other utensils
tribe	“He could tell by her clothing that she was not Dinka, not of his tribe .” n. any group of people united by ties of descent from a common ancestor, community of customs and traditions, adherence to the same leaders, etc.
artillery	“During the daytime Salva could hear the distant booming of artillery ...” n. large caliber weapons, such as cannon, howitzers, and missile launchers, that are operated by crews
sympathy	“She shook her head in sympathy .” n. the act or power of sharing the feelings of another

Question/Predict/Evaluate CC Reading 1

2008

1. In each of the chapters so far, the author tells Nya’s story first. Why do you think she does this?
2. What has been the purpose of Nya’s journey every day?

1985

3. What is Salva’s situation? Why doesn’t he return to his school?
4. How does the woman from the Jur-chol tribe help him? What is the history between the Nuers and the Dinka tribe? Why is Salva insulted to be called an orphan?
5. Why must the old woman move on? Couldn’t she take Salva along?
6. How do tribes tell themselves apart from one another?
7. Salva’s hopes rise and then fall. Do you think finding other Dinkas will be the answer he is looking for?

Extending the Story CC Speaking and Listening 1

1. Salva belongs to the Dinka tribe and he can tell by her clothing that the woman is from the Jur-chol tribe. Do we have tribes in our country or ways to show we belong to a group? How are people identified as being in a certain group? Do we use different clothes as African tribes do? Are there other ways we set ourselves apart from others?

CHAPTER 4

Vocabulary/Definition/Content CC Language 4

scanned	“Salva held his breath as he scanned the faces, one by one.” v. to examine
doubt	“Salva saw the doubt on the people’s faces.” n. uncertainty
daze	“...today, shuffling along in a daze , he found he had fallen a little behind.” n. a stunned or bewildered condition
feast	“Honey! This night, they would feast! ” v. eat well or richly

Question/Predict/Evaluate CC Reading 1

2008

1. What additional information did you learn about Nya in this chapter?

1985

2. Why doesn't the group want Salva along? Why is he ultimately taken along by the man and woman?
3. What does it mean they are “walking to nowhere”? How do they survive?
4. Why do the boys, Buksa and Salva, fall behind? What have they discovered?
5. Can an entire group of people exist on this?
6. What questions would you like answered in the next chapter?

Extending the Story CC Reading 7, CC Speaking and Listening 1, 2

1. In today's news media there are many stories competing for the reader's attention. How does the news media use text, color, pictures, and other visuals to attract the reader?
2. Scan through today's news media and decide what you think are the three most important stories that everyone should know about and read. Copy them and be able to explain why you chose each one.
3. In a group of three classmates, share your ideas. Now come to some agreement on the top two stories from the total stories that you chose as a group.
4. Explain the importance of these stories and explain the criteria you used to make your decision.

CHAPTER 5

Vocabulary/Definition/Content CC Language 4

gingerly	“It was worth it, Salva thought, as he touched his eye gingerly .” adv. with great care or caution
honeycomb	“Nothing had ever tasted so good as those pieces of honeycomb dripping with rich luscious gold sweetness.” n. a structure of rows of hexagonal wax cells, formed by bees in their hive for the storage of honey, pollen, and their eggs.
accent	“The boy spoke Dinka but with a different accent , which meant that he was not from the area around Salva’s village.” n. mode of pronunciation, as pitch or tone, emphasis pattern, or intonation, characteristic of the speech of a particular person, group, or locality
strides	“When they walked side by sides, their strides were exactly the same length.” n. a long step in walking
inhabited	“Their region was inhabited by large herds of antelope, wildebeest, gnus...” v. occupied, live in

Question/Predict/Evaluate CC Reading 1

2008

1. Explain how water dictates Nya’s life everyday.

1985

2. How was the honey worth it for Salva and the others in his group? What was the cost?
3. What do Salva and Marial have in common? What does it mean that Salva “heard that sigh all the way to his heart?”
4. Why is Salva dismayed that they are walking to Ethiopia, east? How are the boys good for each other?
5. Describe the Atuot people. Would you fear them?
6. Salva is amazed at the end of this chapter. Predict the cause of his speechlessness.

Extending the Story CC Writing 7, 10

1. *A Long Walk to Water* is an original story taken from today’s news media. Many authors use this strategy to collect ideas. Keep a writing notebook and cut out headlines or titles that might inspire you to write an original story.
2. Choose one of these story starters and create your own story.

CHAPTER 6

Vocabulary/Definition/Content CCLanguage 4

makeshift	“They had no house and had to sleep in makeshift shelters.” adj. done or made using whatever is available, temporary
solemn	“His face became very solemn when Salva told him that he had not seen nor heard a single word of his family in all that time.” adj. serious
rebelled	“After so many weeks of near-starvation, his stomach rebelled mightily...” v. to reject or fight against
nausea	“At one point Salva found himself in a line of half a dozen people, all in an identical pose - bent over, holding their stomachs, and waiting for the next wave of nausea .” n. stomach sickness
exhausted	“For ten hours they walked, and near dawn the next morning, everyone was exhausted .” adj. completely worn out
wailing	“As he opened his eyes, he heard wailing .” n. a long, loud, high-pitched cry, as of grief or pain

Question/Predict/Evaluate CCReading 1

2008

1. Nya and her mother think differently about the camp. Explain. Would Nya and Salva have been friends if they knew each other in the same time? Explain.

1985

2. Finally, something good happens for Salva. Explain. How does this make a difference for the group?
3. Why does everyone in the group become nauseous? Could they have avoided this problem?
4. List all the elements working against their survival.
5. What does it mean: “A cold fist seemed to grip Salva’s heart.”? What has happened?
6. If you had to choose to be Nya or Salva, explain whose shoes you would rather walk in. Explain your choice.

Extending the Story _CC Reading 5, 7, 9

1. A Long Walk to Water has an interesting story structure with two different stories in different times. Why is this an interesting form for telling a story?
2. How does the artwork contribute to the story structure?
3. Find examples of other story structures in the books and stories you read.

CHAPTER 7

Vocabulary/Definition/Content CC Language 4

steady	“Uncle spoke to him all morning in a steady , low voice.” adj. firm, even, regular
reeds	“Salva staggered forward with another load of reeds in his arms.” n. the stalks of various tall perennial grasses
papyrus	“Some people were cutting down the tall papyrus grass by the water’s edge.” n. a tall, aquatic plant native to the Nile valley
prow	“Salva watched, fascinated, as little by little the curve of a prow and low sides grew from the piles of reeds.” n. the bow or front part of a boat

Question/Predict/Evaluate CC Reading 1

2008

1. What is wrong with Akeer? What are her symptoms? What is the choice facing the family? What would you do?

1985

2. How do they know a lion took Marial? How is it possible that no one heard anything?
3. How does the loss of his friend affect Salva? How does uncle soothe him?
4. What changes as the group approaches the Nile? How do they get across?
5. What is the secret of making the canoes?
6. What would you like to learn in the next chapter?

Extending the Story CC Reading 1, CC Speaking and Listening 1

1. Fear grips Salva in this chapter and without the assurances of his Uncle would have driven him crazy. How does Salva overcome his fear? Have you ever experienced such fear and overcome it? Explain.

CHAPTER 8

Vocabulary/Definition/Content CC Language 4

monotonous	“The scenery and motion were so monotonous that Salva might have slept...” adj. boring, repetitive
gauge	“He kept himself awake by counting the strokes of Uncle’s paddle and trying to gauge how far the canoe traveled with every twenty strokes.” v. measure
mangoes	“As a special treat, his father sometimes bought mangoes .” n. the oblong, sweet fruit of a tropical tree
ferried	“So Salva’s father ferried the mangoes home by wedging them into the spokes of his bicycle wheels.” v. transported, carried
desperate	“...Salva slapped and waved at them in desperate frustration all night long.” adj. extreme

Question/Predict/Evaluate CC Reading 1

2008

1. Explain how Akeer’s laugh “was like music.” What caused her illness? Is the solution within the means of the family?

1985

2. What wonders were found on the island?
3. How do the villagers get food without any money?
4. Why don’t they become nauseous again with this food?
5. Describe Salva’s good memories.
6. What do the fishermen know about the night that the travelers do not? How are they affected?
7. Of all the elements Salva has faced, which do you think is the worst? How could the Akobo Desert that lies ahead be the worst?

Extending the Story CC Reading 1, 7, 9 CC Writing 7, 8, 9

1. The fishermen of the Nile solved the problem of the mosquitoes with netting and channels they dug from inside the nets. Read the following article about malaria proof mosquitoes <http://www.theatlanticwire.com/opinions/view/opinion/Malaria-Proof-Mosquito-Celebrated-by-Scientists-Journalists-4395> . What did you learn? Is this a logical solution for Africa?
2. What problems occupy the minds of people in the U.S. and in other countries? Use the news media to aid your research. Propose solutions for these problems.

CHAPTER 9

Vocabulary/Definition/Content CC Language 4

relentless

eternal

relief

“The sun was **relentless** and **eternal**: there was neither wisp of cloud nor whiff of breeze for **relief**.” adj. severe, harsh adj. never ending n. the easing of a burden or distress, such as pain, anxiety, or oppression.

arid

“Each minute of walking in that **arid** heat felt like an hour.” adj. without moisture

parched

“His lips became cracked and **parched**.”

adj. dried out by heat or excessive exposure to sunlight

sobs

“Salva lifted his head, the **sobs** interrupted by surprise.” n. loud weeping

tamarind

“He took out a **tamarind** and handed it to Salva.”

n. the fruit of a tropical Asian evergreen tree

Question/Predict/Evaluate CC Reading 1

2008

1. How does the village chief welcome strangers? What do you think they want?

1985

2. How is the Akobo the worst element yet for the villagers to survive?

3. How does uncle encourage Salva to keep walking? What might have happened to Salva without his uncle? How could you apply Uncle’s strategy in your own life?

4. What do they find when they reach other people in the desert?

5. What is the choice faced here? Would you give water to the men? What is the right thing to do?

6. Will some have to die for the others to survive?

Extending the Story CC Reading 2, 4

1. This chapter is very powerful because of the serious subject and the difficulties that Salva must overcome. What one phrase or sentence in this chapter best summarizes the main idea or theme?

2. Explain your thinking.

3. As a continuous project, do the same with each future chapter.

CHAPTER 10

Vocabulary/Definition/Content CC Language 4

translated	“The friend answered in the same language, but as he walked back toward the group, he translated for the chief...” v. to turn from one language into another or from a foreign language into one's own
revived	“Like a miracle, the small amounts of water revived them.” v. to restore to life
vultures	“ Vultures would find the bodies and strip them of their rotting flesh until only the bones remained.” n. any of various large birds of prey
corpses	“He felt sick at the thought of those men - first dying in such a horrible way, and then having even their corpses ravaged.” n. dead bodies
refugee camp	“By the end of the day, they would be out of the desert, and after that, it would not be far to the Itang refugee camp in Ethiopia.” n. shelter for persons displaced by war or political oppression or for religious beliefs

Question/Predict/Evaluate CC Reading 1

2008

1. What do the two strangers want from Nya's chief? If they find water, how will it change lives?

1985

2. Did Salva give his water to the men? Did anyone? What were the results? Who was right?
3. What happened to the village of Lou Ariik?
4. What will happen when the group reaches Ethiopia? What are uncle's plans?
5. What are the chances that Salva will ever find his family?
6. Where did the six men come from? Why did they single out uncle? What does it mean, “There was something evil in their laughter.”?
7. What does the ending of this chapter mean for Salva?

Extending the Story CC Writing 7, 8, 9

1. It is estimated that there are 35 million people living as refugees in the world today. Not all of these people live in Africa. Do research to find stories reporting on this international tragedy. Where in the world is the problem? What is the problem? What solutions are being offered to correct the problem?
2. What role should the United States play in the refugee problems around the world? Should refugees from other countries be our concern?

CHAPTER 11

Vocabulary/Definition/Content CC Language 4

scythed	“The long grass had to be scythed and hoed under.” v. cut down
mourn	“Out of respect for him, the group walked no more that day, but took time to mourn the man who had been their leader.” v. to feel or express sorrow or grief
numbness	“Despite the numbness in his heart, Salva was amazed to find himself walking faster and more boldly than he had before. n. loss of feeling
grudgingly	“It seemed that they had all forgotten that, for Salva now had to beg for scraps, which were given grudgingly .” adv. reluctantly, unwillingly
emaciated	“It did not seem as if the camp could possibly hold any more, but still they kept coming: long lines of people, some emaciated ...” adj. to make or become extremely thin, especially as a result of starvation

Question/Predict/Evaluate CC Reading 1

2008

1. What will it mean if water is not found in the land between the trees?

1985

2. What happened to uncle? How does this affect Salva? How does the group attitude change?

3. What are the positive and negative aspects of the refugee camp? Is Salva happy to finally quit walking?

4. What does the orange scarf mean to Salva?

5. How would you like this chapter to end for Salva?

Extending the Story CC Reading 2 CC Writing 10

1. If you wish to place an ad in the news media, you are charged by the word. The longer your ad, the more it costs. Write a one sentence summary of this chapter, using as many vocabulary words as you can. Imagine you are paying \$.10 per word and you only have \$2.00 to work with for each chapter. See if you can sum up the chapter in twenty words. If you use a vocabulary word from the chapter in your summary, that word is free.

CHAPTER 12

Vocabulary/Definition/Content CC Language 4

despair	“He felt as though he were standing on the edge of a giant hole - a hole filled with the black despair of nothingness. n. hopelessness
scavenging	“Some preferred to spend their time scavenging for food, or for items that could be traded for food.” v. to search for food
chaos	“The chaos was immediate.” n. a state of utter confusion and disorder
surge	“Salva was caught up in the surge at once.” n. a strong, wavelike, forward movement, rush, or sweep
merciless	“Swollen by the rains, the Gilo’s current would be merciless .” adj. cruel, pitiless

Question/Predict/Evaluate CC Reading 1

2008

1. What is the red, iron giraffe? What part do the villagers play in the progress?

1985

2. How does it feel to Salva to be without a family? What has he lost?

3. What does Salva decide to do to survive?

4. How does school look in the refugee camp? Why does he go?

1991

5. How have things changed in the camp in six years? Why is it closing?

6. What is the purpose of any government? What will be the outcome of the government’s actions?

Extending the Story CC Reading 1, 2, 3 CC Speaking and Listening 1

1. After reading this chapter, ask students to think about the things they have learned, what interested them in the chapter, and one question they still have after the reading. Use these to review before starting the next chapter. This is called the 3-2-1 strategy...

3 Things I learned... 2 Interesting things... 1 Question I still have...

2. Compare your 3-2-1 with your friend. Did you have some of the same ideas?

CHAPTER 13

Vocabulary/Definition/Content CC Language 4

earnestly	“If that didn’t work, he would talk to them earnestly and try to persuade them.” adv. in a serious manner
prodding	“The soldiers were forcing some of them into the water, prodding them with their rifle butts...” v. to poke or jab with or as if with something pointed
stunned	“ Stunned , Salva realized that being forced under the water had probably saved his life.” v. shocked
welter	“The rain, the mad current, the bullets, the crocodiles, the welter of arms and legs, the screams, the blood...He had to get out somehow.” n. a confusing mass, a jumble
peril	“Every group had stories of terrible peril ...” n. danger

Question/Predict/Evaluate CC Reading 1

2008

1. What things make this drilling so difficult? What keeps people going in times of adversity?

1991-1992

2. What is the government trying to do by driving the people into the water?
3. Why are the soldiers shooting? What are all the obstacles to survival for these people?
4. Does Salva have a duty to the others, especially the boy clinging to him? Why was Salva one of the lucky ones and not one of the thousands who died?
5. Would you follow Salva? Why did he become a leader? What do the boys hope to find in Kenya? How do they organize?
6. How do they find the strength to go on? How do they last a year and a half?
7. What do you expect their life to be like in Kenya?

Extending the Story CC Reading 7 CC Writing 7, 8, 9 1

1. Government has many purposes. Make a list of all the things you think government should do and another list of what government should not do.
2. Research two examples of things that government does on a state level and on a national level in the United States.
3. On the international level, find an example from another country of what government does that is different from what is done in the United States.
4. Does the definition of government differ from country to country? Explain.

CHAPTER 14

Vocabulary/Definition/Content CC Language 4

misery	“After two years of misery at Kakuma, Salva left the camp.” n. great suffering, wretchedness
ration	“There was nothing to do but wait - wait for the next ration of food...” n. a fixed amount
rumor	“A rumor was spreading throughout the camp.” n. gossip, hearsay
administration	“One day a notice was posted at the camp’s administration tent.” n. the management of any office, business, or organization

Question/Predict/Evaluate CC Reading 1

2009

1. Why does the village celebrate? What could it mean that the new water is full of mud?

1992-1997

2. Describe the misery at Kakuma. How does the population of Kakuma compare to the population in your own community?

3. How were the conditions different at the camp in Ifo?

4. What must it have been like with nothing to do day after day but wait?

5. Ideally what does Salva want?

6. What are the restrictions to a boy “getting on the list” to go to America?

7. What does the author mean “sometimes he felt he was being torn in two by the hoping and the not-hoping?”

8. What does it mean to Salva that he will go to America?

Extending the Story CC Writing 4, 6

1. Getting a good story is dependent on asking the right questions. In the process of being chosen to go to America, the second step for Salva was an interview. Write up the questions you think would be important to ask a refugee in order to decide if they should leave their country and be able to enter another. How might Salva have answered each question?

CHAPTER 15

Vocabulary/Definition/Content CC Language 4

siblings	“Salva would have siblings , just as he had before.” n. brothers and sisters
terminal	“The glass doors of the airport terminal slid open.” n. a station on the line of a public carrier, as in a city center or at an airport, where passengers embark or disembark and where freight is received or discharged
frigid	“The frigid air hit Salva’s face like a slap.” adj. extremely cold

Question/Predict/Evaluate CC Reading 1

2009

1. Why can't the boys drink the water spraying from the hole? When will Nya lose her job?

1997

2. What was involved in the Lost Boys coming to America? Do you think that is a good name for them? If not, what would you call them?
3. Why would people from America want to help these boys? Can they replace the boy's own family?
4. Explain Salva's experiences with clothes, coca-cola, the plane, winter.
5. Would this be easier if Salva really was a boy instead of an adult?
6. Will it ever be possible for Salva to reconnect with any of his birth family?

Extending the Story CC Writing 2, 9, 10 CC Speaking and Listening 1, 2

1. Think about our life in America and think about Salva's life in Sudan. What do you think will be some of the biggest hurdles he and the boys will have to face here? Think about our culture and find experiences and products that would be totally unfamiliar to the boys.
2. Write a survival guide for the Lost Boys. What would be most important for them to know about America and her culture?

CHAPTER 16

Vocabulary/Definition/Content CC Language 4

aquifer	“After the excitement of seeing the first spray of water from the aquifer , the villagers went back to work.” n. an underground bed or layer of earth, gravel, or porous stone that yields water
vague	“He had a vague idea that he would like to return to Sudan someday, to help the people who lived there.” adj. unclear, uncertain
relief agency	“The cousin was working for a relief agency in Zimbabwe.” n. an organization dedicated to delivering aid
clinic	“...United Nations clinic ...your father...stomach surgery...” n. a facility, often associated with a hospital or medical school, that is devoted to the diagnosis and care of outpatients for little or no fee
remote	“The clinic where his father was covering was in a remote part of southern Sudan.” adj. secluded
arrangements	“With the war still raging, it was very difficult to make the arrangements .” n. plans, preparations
frantic	“At times Salva felt almost frantic at the delays and frustrations.” adj. desperate, frantic

Question/Predict/Evaluate CC Reading 1

2009

1. What is your best guess on what the men are going to build?

1997-2003

2. By opening his email, what does Salva show you about his development in America?
3. What are the difficulties involved in Salva reconnecting with his father?
4. What are the many risks Salva is taking in order to find his father?
5. Write as many “what ifs” as you can at the end of this chapter. (Example: What if Salva’s father has died? What if Salva is not allowed to return to the US?)
6. What would you like to see happen in the next chapter?

Extending the Story CC Writing 7, 8,

1. List Salva’s personal qualities and a specific example from his past that illustrates this quality. What positions could Salva qualify for if he were to look for a part time job?
2. The United Nations has been in existence since 1945. Research the history of the UN and its purpose. What is its role in Sudan?

CHAPTER 17

Vocabulary/Definition/Content CC Language 4

contaminated

digestive

guinea worms “Years of drinking **contaminated** water had left Mawien Dut’s entire **digestive** system riddled with **guinea worms**.” adj. impure, unclean
adj. pertaining to the breaking down of food
n. a parasite found mostly in Africa infected through standing water

pronunciation “What if he made mistakes in **pronunciation**?”

n. a way of speaking a word that is understood

reality “Would he ever be able to turn his idea into **reality**?” n. an actual thing or fact

Question/Predict/Evaluate CC Reading 1

2009

1. How close were your predictions on what building would be put up first? Why does Nya ask if the girls can go to school too? How does having water change everything for her people?

2003-2007

2. Was the reunion of Salva and his father what you expected? Explain.
3. How is it possible that so much of his family is still alive? Why didn’t they give up hope?
4. Should Salva take the risk and return to Lou Ariik? Would you?
5. What do you believe his idea is to help his people?
6. Why is Salva the best person to speak about his idea? Does his audience care about his speaking skills?
7. What would make people donate money to Salva?

Extending the Story CC Reading 4, 5, 7 CC Writing 2, 10 CC Speaking and Listening 1, 2, 3, 5

1. Our president, Barack Obama is an excellent speaker and many people believe his words and speaking style inspire them. Find a recent speech given by President Obama and analyze the words he uses. How do they inspire?
2. Watch a news channel that shows President Obama speaking. What makes him a good speaker? What could Salva learn by watching our president? Salva Dut once said “When you speak well, people will choose you to be leader.” Do you agree with this?
3. Make a list of all the challenges President Obama faces as president today. Use the news media to help.

CHAPTER 18

Vocabulary/Definition/Content CC Language 4

celebration “It was a **celebration**.” n. a joyous occasion for festivities

disputes “Other villagers, including Nya’s uncle, would resolve any **disputes** that arose.”
n. disagreements, differences

Question/Predict/Evaluate CC Reading 1

2009

1. Describe Nya’s experience of the water.
2. What does the well mean to the people of southern Sudan? How did it get its name?
3. In every chapter until now, the story structure included two time periods. Why is this last chapter set only in 2009? Why is the chapter printed only in regular print instead of starting with italics?
4. Why was the boss of the workers not identified as Dinka earlier?
5. “Why would a Dinka bring water to us?” How would you answer Nya’s question?
6. Do you expect any changes between the Nuer and Dinka because of this?

Extending the Story CC Reading 7, 8, 9, 10

1. Though the news media often reports stories of great suffering and tragedy, it also brings us stories of great accomplishments. Salva Dut, from humble beginnings, is making great things happen in his homeland, Sudan. Find other stories in the news media of someone who is making a difference in the world. How and why have they chosen the path they have taken?

III. AFTER READING

Extending the Story CC Reading 1, 3, 7, 9, 10 CC Writing 2, 10 CC Speaking and Listening 1
CC Speaking and Listening 4, 5, 6

1. Salva Dut's story has been captured as a documentary movie and his foundation, Water for Sudan, has a website at <http://www.waterforsudan.org/>.
 - a. Explore the sight. Watch the excerpts from his documentary and click on the additional tabs. How did the film add to the story, A Long Walk to Water?
 - b. Use the 3-2-1 strategy. Write 3 things you learned, 2 interesting things, and 1 question you have.
2. Consider a way to support Salva Dut and what he is accomplishing in the Sudan. How can students reach out to help him in some way?
3. Have students find ways to make a difference in their own community. What are the needs and how can they be filled?
4. God Grew Tired of Us is a 2006 award winning National Geographic film documenting three of the Lost Boys (in particular John Dau) and their acclimation to New York and America in general. It is excellent. Watch this film and compare/contrast their stories to Salva's. Here is a website to familiarize yourself with the film. <http://www.godgrewtiredofus.com/index.html>
5. This recent article dated June 2008 from a website from the U.S. Department of State follows the experiences of other "Lost Boys". How have the boys survived and thrived? Click on this site for the article.
<http://www.america.gov/st/foraid-english/2008/June/20080609180659berehellek0.9889032.html>
6. Here is a site which offers many "resources to help you delve deeper" into the subject of The Lost Boys of Sudan. Students can choose one site and report on what they learned to the class. <http://www.tol.lib.ca.us/fliers/LBresource.pdf>
7. Linda Sue Park also enjoys doing crossword puzzles and playing Scrabble. Challenge students to do the daily crossword puzzle, or any of the other puzzles and number games found in the news media. Hold a Scrabble tournament with the goal of increasing student vocabulary skills.
8. Read Linda Sue Park's Newbery Award winning book, A Single Shard. What did you learn about this culture from her story? Create a study guide for this book to share with other students. You can find out more about Linda Sue Park at her own website <http://www.lspark.com/>
9. Check out Jim Averbeck's other illustrated book called In a Blue Room. Compare/contrast the illustrations from A Long Walk to Water to these books. What do you notice? Review Jim's biography. How does he know about Africa?

Answers to Question/Predict/Evaluate AWV=Answers will vary.

Chapter 1

1. AWV. The print alerts you to the different stories and helps separate the two. When you read two stories at the same time, the author wants you to compare the two over time and make connections.
2. AWV. Salva is a good student and likes school but can be distracted. He started school at age 10 and is learning Arabic. He goes to school only during the rainy season because then the school is only 1/2 hour's walk from his home.
3. AWV. Salva's father is successful, he owns many cattle and is the village judge. He has other wives. Salva has 3 brothers and 2 sisters. They take care of the herd, love to play, hunt, and make cows of clay.
4. The rebels are fighting for their independence from the northern part of Sudan. The government wants all of Sudan to be Muslim, the religion of the north.
5. The teacher knows the rebels will go to the village and the boys are not safe there. But running to the bush means they are running away from their families.
6. AWV.

Chapter 2

1. Nya spends her time walking for water.
2. While Salva is running, the rebels are attacking his school. There are smoke and flames.
3. Salva's 3 questions... where are we going? where is my family? when will I see them again? AWV.
4. Salva discovers a dozen others from his village but no one from his family. He does recognize a few people and this does comfort him.
5. The rebels hold guns and seem fierce and watchful. Salva wonders what will they do and where is my family.
6. Because "his father always told him to act like a man" - Salva does think of himself as a man when the rebels try to split the people into two groups. The rebels make him join the group of women and children and say "you are not a man yet."
7. The group leaves the rebels because where the rebels are, there is also the fighting. AWV.
8. AWV. AWV. Salva is in a barn but that is all he knows.

Chapter 3

1. AWV. Perhaps because Nya is in the present time.
2. Nya walks to supply the water needs of her family.
3. Salva is alone in the barn, left by the others. AWV. Perhaps he does not know the way.
4. The woman from the Jur-chol tribe brings him food and lets him stay in the barn. The Dinka and Nuer had a long history of trouble over land and many had been killed in battles over 100 years. AWV. Salva perhaps feels he would betray his family if someone considered him an orphan.
5. The old woman is moving to be in a village where there is water. AWV. The soldiers will leave an old woman alone; it would be dangerous for her to travel with Salva.
6. Tribes are different according to dress and scar patterns on the forehead of its members.
7. AWV. It will surely comfort him to be with familiar people and perhaps because they are Dinka they will keep him in their group.

Chapter 4

1. Nya has a five year old sister, Akeer, and a smaller baby brother. After Nya's first trip for water, she will eat and leave again for the pond - a total of 8 hours of walking every day, seven months of the year.
2. They don't want him because being young he will slow the group down and there is not enough food. A man and woman take him because "he is Dinka."
3. This means they have no destination, their walking is aimless, they want only to get away from the rebel fighting. They walk, they sleep on the ground, they have only what they can scavenge from their surroundings. Then they walk some more.
4. AWV. The boys fall behind because they are young, hungry, tired, weak. Buksa has discovered a

bee hive.

5. AWV.

6. AWV.

Chapter 5

1. Nya's whole life follows the water. Her family moves for water, she digs for water, she waits for water, her job is carrying the water.

2. The group is starving and now finally "they would feast." The cost is all the bee stings.

3. The boys are both without family, both speak Dinka, same age, same height, same length of their stride. The sigh represents the depth of their shared feelings and how much they miss their family.

4. Salva is dismayed because they are walking away from his family; how will his family find him out here. The boys become friends, support and encourage each other, and laugh together.

5. The Atuot people are "people of the lion." Their land holds many wildlife including lions. Dinka stories say that when one of the Atuots dies, he comes back as a lion with a great hunger for human flesh. The lions in this region were considered the fiercest. The lions and their roars are frightening to Salva. AWV.

6. AWV.

Chapter 6

1. Nya likes the camp because they are close to water. Her mother hates it because they sleep in makeshift shelters, they do not have most of their things, they must dig for water, and she fears the men will run into Dinka, and they will fight. Nya is from the Nuer tribe, Salva is a Dinka so they would not be friends.

2. Salva finds Uncle Jewiir and because he has a gun and army experience he is considered the group's leader.

3. They become ill because they ate too much meat after being starved for so long. AWV.

4. There are lions, they are still walking throughout the night, there is no water for miles, they are exhausted.

5. Salva's heart has been gripped by fear. Marial has disappeared. AWV.

6. AWV.

Chapter 7

1. AWV. Akeer has cramps, a stomach ache, diarrhea, sometimes a fever. The family must decide whether to leave her resting or travel a few days walk to a clinic. AWV.

2. Marial was gone, there were a few splotches of blood near the path, and they were in lion country. AWV.

3. Salva is almost crazy with fear. Uncle says he will not leave him & will shoot any lion that comes near.

4. The air smells of water and the landscape is greener. They get across the Nile in small canoes.

5. The canoes are made of reeds tied tightly together to form dense layers. Then these layers were tied together.

6. AWV.

Chapter 8

1. Her laugh was like music because it means she is feeling better; she is nearly her old self after being treated at the clinic. She became sick because of the dirty water. AWV. The solution is to boil the water. AWV.

2. On the island they had an abundance of food: fish, meat and crops.

3. They beg for food but Uncle is given food because he is the leader and he shares it with Salva.

4. AWV.

5. Salva's good memories include the happier times when his family always had enough food, and his father's trips by bike to the market where he got beans, rice, and sometimes mangoes, a special treat.

6. The fishermen know about the mosquitoes which swarm on them, bite, and won't let them sleep.

7. AWV.

Chapter 9

1. The chief of the village welcomes visitors with tea while sitting in the shade. AWV.

2. For three days in the desert, there is nothing green, Salva's shoes fall apart, the sun is relentless, there is no breeze just heat. Thorns gore their feet, they have little water.
3. Uncle is very wise and encourages Salva to look at the journey in more manageable, smaller parts. "You need only to walk as far as those bushes." Then after they reached the bushes, he says you need only "to walk as far as those rocks." AWV. AWV.
4. When they reach other people, the others are dying of thirst.
5. The choice is should we share our water in hopes of saving them, or save the water in hopes it will keep ourselves alive. AWV.
6. AWV.

Chapter 10

1. The men have a plan to find water. AWV.
2. No, Salva's uncle would not let him give his water to the dying men. Three women did give their water and the men revived and joined the group. AWV. AWV.
3. It is believed Lou Ariik was attacked, burned, and few survived.
4. When they reach Ethiopia, they will go to a refugee camp. Uncle wants to return to Sudan and fight the war.
5. AWV.
6. The men are from the Nuer tribe. They may have singled Uncle out because he was the leader and had a gun. Their laughter was evil means that Salva can hear the danger in their voices and perhaps he has some inkling of what they may do.
7. AWV.

Chapter 11

1. AWV. Hope will be dashed. They must return to their water driven life.
2. Uncle was shot by the Nuer men. Salva is numb with shock but surprisingly his uncle's spirit is in him. The group treats Salva like a child, shares no food with him, and makes him feel unwanted.
3. The positive: no more walking, two meals a day, no guns or bombing planes, school in camp. The negative: thousands of people, Salva was restless with nothing to do.
4. Salva's mother had an orange scarf and Salva thinks it could be her.
5. AWV.

Chapter 12

1. The red iron giraffe is a drill for water. The villagers work clearing the land, collecting rocks and bringing them to the drilling site, then breaking rocks into gravel.
2. Salva feels totally alone. He has lost hope.
3. Salva decides to use his uncle's encouragement and his strategy to break a task into smaller parts to survive, one day at a time.
4. Salva's camp school has teachers, but no books, or things to write on and write with. School gives all the boys something to do and Salva knows it would make his father proud.
5. The government is nearing collapse and soldiers are ordering all refugees to leave the camp and to leave Ethiopia.
6. AWV.

Chapter 13

1. The drilling is difficult because they need constant water which has to be brought in, parts break, the crew gets discouraged. AWV.
2. AWV. They don't want to care for the refugees any longer. They will kill them.
3. AWV. The soldiers want the people gone either dead or on the other side. Obstacles: drowning, crocodiles, shooting, hysterical people.
4. AWV. AWV.
5. AWV. AWV. They may have followed him because he kept walking. They hope to find the refugees camp in Kenya. Their organization gives everyone a job, they all share, they help carry the youngest.
6. AWV. AWV.

7. AWV.

Chapter 14

1. The people celebrate the beautiful gushing of water. AWV. The dirty water could mean the well is a failure or they would have to boil it all.
2. Kakuma was dry, windy desert. It was like a prison surrounded by a tall barbed wire fence. Local people stole from the refugees and there was fighting. AWV.
3. Things are no different at Ifo.
4. AWV.
5. Salva wants only to work.
6. A boy must be an orphan, healthy, never having been a soldier.
7. Hoping and not hoping was a vicious circle. If he hoped too much, he could be severely disappointed, but without hope you cannot survive.
8. AWV.

Chapter 15

1. Dirty water is dangerous to the boy's health. Nya will lose her job when the well water is safe and plentiful.
2. There was a language problem. They had to go to a processing center in Nairobi, photos, medical exam, and lots of clothes for the cold, 3 planes, etc. AWV.
3. AWV. AWV.
4. Salva can't imagine why he would need so many clothes, but when the cold hit he thought he would surely freeze and his lungs would quit working. The coca cola made him remember the time he first shared some with his family.
5. AWV.
6. AWV.

Chapter 16

1. AWV.
2. AWV. He has learned to use a computer.
3. Difficulties: the clinic is in a remote part of Sudan, no phone, no mail, getting permits, filling out forms, plane flights and car transportation where there is no airport and no roads. His father could leave or die before Salva can get there.
4. What might the government do if he returned to the Sudan? Would they make him a soldier? Would they let him back out of the country?
5. AWV.
6. AWV.

Chapter 17

1. AWV. Up until now, girls could not go to school so she had to ask. AWV. Her people can build permanent homes, a town, a marketplace. Without worrying about water, their time can be better spent.
2. AWV.
3. AWV.
4. AWV.
5. AWV.
6. AWV. Salva lived all the hardships so he is the best to plead his case to people who can help. Salva is a symbol of the Lost Boys and people will respect the inner qualities that helped him survive. AWV.
7. AWV.

Chapter 18

1. Nya thought the water was cool, clear, and delicious.
2. The well means a new life for all: school, a marketplace, more food, crops, a clinic. It was named after an American school where the students helped raise the money.
3. The time period and print shows that the stories are combined and Nya and Salva's story are

now one.

4. They did not know Salva was Dinka because Nuers and Dinka did not look very different. They all worked together drilling and Salva didn't have the characteristic scarring that was different.
5. AWV. 6. AWV.

COMMON CORE STANDARDS

Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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 range of tasks, purposes, and audiences.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career

readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.