



EXPEDITIONARY
LEARNING

Grade 7: Module 3A: Unit 3: Overview



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Unit 3: Writing a Narrative Based on an Event from the Life of Frederick Douglass

In this unit, students write a picture book based on an event from the life of Frederick Douglass. First, students return to *Frederick Douglass: The Last Day of Slavery*¹, which they encountered in Unit 2. This children's book serves as the model text, and the students read it and another children's book closely to examine how the author used the tools of a narrative writer to craft a powerful story. Students then write their own book through a series of structured lessons, which are designed to help them all produce high-quality work. First, using their notes from Unit 2, they select an episode on which to focus and write a general plan for their story. Then they take those plans to a Writer's Roundtable, where they discuss their plans and participate in a peer critique. In addition to being a valuable step in the writing process, this structured conversation serves as Part 1 of the mid-unit assessment (focusing on SL.7.1b, c, and d). Also leading up to the mid-unit assessment, students do a variety of learning activities that focus on sentence

structure and build on the instruction from Unit 2. Part 2 of the mid-unit assessment consists of selected and constructed response centered on L 7.1a, b, d, and 7.2a. Students then begin a series of writer's workshops. Within these lessons, students continue to learn about narrative writing techniques and the teacher gives a series of mini lessons centered on sensory language, precise word choice, strong verbs, and dialogue. They have class time to write several drafts of each page on storyboards. At various points they revise their writing based on peer review and self-assessment. Next, they turn in their completed storyboards (which serve as the end of unit assessment) for formal teacher feedback. Students also reflect on how they addressed audience and purpose in their stories. After the teacher returns the storyboards with feedback, the students create their illustrated children's books. This book is the final performance task; students synthesize all they have learned about Frederick Douglass and the power of stories.

Guiding Questions and Big Ideas

- **What gives stories and poems their enduring power?**
- **When you write a story, how does your purpose and audience shape how you tell that story?**
- **How can you use language, images, and theme to give the story you write enduring power?**
- *Stories and poems have enduring power because they tell about important or interesting events, people, and places; they have themes that help readers understand the world and often empower people; and they use powerful language and powerful images.*

¹ This children's book is integral to several lessons in this module, and is widely available in public and school libraries. However, alternate lessons that use a free alternative children's book will be available on EngageNY.org and at commoncoresuccess.elschools.org to accommodate schools/districts that are not able to secure a copy of *Frederick Douglass: The Last Day of Slavery*.



Mid-Unit 3 Assessment	<p>Part 1. Writer’s Roundtable Standards: SL.7.1b, c, d In preparation to write the first draft of their story, students create a planning guide and bring that work and several questions to a focused small group discussion at which each author presents his or her work and gets feedback on key questions such as: How well does my storyboard capture the significant events of the story? I’m thinking of “zooming in” on these moments—are they critical to the story? Which events should I illustrate? What might those illustrations convey? Is my thematic statement appropriate to the story? Students revise their work based on peer commentary.</p> <p>Part 2: Sentence Structure Quiz Standards: L.7.1a, b, c; L.7.2a Students complete a quiz about conventions.</p>
End of Unit 3 Assessment	<p>Second draft of Storyboards for the Children’s Book Standards: W.7.3, W.7.9, W.7.11 Students turn in the second draft of the children’s book, which is written on storyboards. The first draft has already been revised (during Lesson 8) based on peer feedback and self-assessment. Following the teacher’s feedback on their storyboards, students write the final drafts of their text on their illustrated pages for the final performance task.</p>



Final Performance Task

Crafting a Powerful Story: Children's Book to Retell an Episode from *Narrative Life of Frederick Douglass* (with author's note)

Students write and illustrate a children's book based on an episode from Douglass's life, selecting the episode from the excerpts of *Narrative of the Life of Frederick Douglass* they read closely in Unit 2. First they revisit *Frederick Douglass: The Last Day of Slavery*², which serves as the mentor text. After closely examining the model, students plan their children's book. Before they begin writing, they present and critique their plans in small groups. Then the class transitions into workshop mode and the students use class time to draft their pages on storyboards. Students have several days to write. Within these workshop lessons, the teacher presents focused instruction on narrative writing techniques. The students also peer edit and revise portions of their storyboards. Toward the end of the workshop lessons, students evaluate their first drafts against the rubric and revise accordingly. They turn in the second draft of their storyboards for the End of Unit 3 assessment. While they wait for feedback from the teacher, the students begin working on their illustrations using some basic artistic techniques. Finally, based on the feedback they receive from the teacher, the students write a final draft of the text, which they add to the illustrated pages of their books. **This task centers on NYSP12 ELA CCLS W.7.3, W.7.4, W.7.5, W.7.9, W.7.11, L.7.1, L.7.2, L.7.3, and L.7.6.**

² See footnote 1 on page 1 of this document.



Content Connections

This module is designed to address English Language Arts standards as students read literature and informational text about slavery, abolition, and Douglass. However, the module intentionally incorporates Social Studies Practices and Themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K-8 Social Studies Framework:
<http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf>

Social Studies Key Ideas and Conceptual Understandings, Grade 7

- 7.7b Enslaved African Americans resisted slavery in various ways. The abolitionist movement also worked to raise awareness and generate resistance to the institution of slavery.

This unit also has connections to visual arts standards:

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. (standard 1) (from <http://www.p12.nysed.gov/ciai/arts/artstand/arts1.html>)

Texts

1. Frederick Douglass, *Narrative of the Life of Frederick Douglass, an American Slave* (Project Gutenberg, 2006; originally published Boston, 1845; no purchase required³). <http://www.gutenberg.org/files/23/23-h/23-h.htm>.
2. William Miller, *Frederick Douglass: The Last Day of Slavery* (New York: Lee and Low Books, Inc., 1995), ISBN: 978-1-880-00042-7. (One copy per teacher; recommended, not required⁴).
3. Ten additional illustrated children's books. See Preparation and Materials.

³ Purchase of *Narrative of the Life of Frederick Douglass* is not required. All excerpts that students read are provided in the lessons themselves. Schools that already purchased this book are strongly encouraged to use it enhanced close reading.

⁴ Regarding *Frederick Douglass: The Last Day of Slavery*, see footnote 1 on page 1 of this document.



This unit is approximately 2 weeks or 10 sessions of instruction.

Lesson	Lesson Title	Long Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Introducing the Performance Task: The Children's Book	<ul style="list-style-type: none"> I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.7.3) I can use correct grammar and usage when writing or speaking. (L.7.1a and b) 	<ul style="list-style-type: none"> I can articulate the difference between a narrative and a summary. I can combine phrases into a complete sentence. I can identify where a modifier goes in relation to the noun it modifies. 		<ul style="list-style-type: none"> Narrative Writer's Toolbox
Lesson 2	Discussing and Identifying Themes: What Makes a Good Children's Book?	<ul style="list-style-type: none"> I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.7.3) I can use correct grammar and usage when writing or speaking. (L.7.1a and b) 	<ul style="list-style-type: none"> I can write a concluding thematic statement that connects the experience of Frederick Douglass to situations beyond the story. I can recognize narrative techniques in a children's book. I can combine phrases into a complete sentence. 	<ul style="list-style-type: none"> Children's Book Scavenger Hunt 	
Lesson 3	Preparing for the Mid-Unit Assessment: Planning the Children's Book	<ul style="list-style-type: none"> I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.7.3) I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1) I can use correct grammar and usage when writing or speaking. (L.7.1a and b) 	<ul style="list-style-type: none"> I can plan a children's book that is organized in a way that makes sense to the reader. I can use narrative tools purposefully. 	<ul style="list-style-type: none"> My Children's Book Plan 	<ul style="list-style-type: none"> Ladder to Success



Lesson	Lesson Title	Long Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 4	Mid-Unit Assessment Part 1: Writer's Roundtable	<ul style="list-style-type: none"> I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1) I can build on others' ideas during discussions. (SL.7.1) With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5) 	<ul style="list-style-type: none"> I can effectively engage in discussion with my peers. I can give and receive useful feedback on My Children's Book Plan. 	<ul style="list-style-type: none"> Mid Unit 3 Assessment Part 1: Writer's Roundtable: Whole Class Discussion Tracker Mid-Unit 3 Assessment Part 1: Writer's Roundtable: Self-Assessment 	
Lesson 5	Mid-Unit Assessment Part 2: Beginning the Writer's Workshop	<ul style="list-style-type: none"> I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.7.3) With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.4) I can use correct grammar and usage when writing or speaking. (L.7.1a and b) 	<ul style="list-style-type: none"> I can use the tools of a narrative writer efficiently and deliberately. I can recognize the importance of sensory details and using nouns and verbs instead of adjectives in narrative writing. I can use feedback from my peers to make my story more clear and thoughtful. I can recognize and correct common sentence errors. 	<ul style="list-style-type: none"> Mid-Unit 3 Assessment: Part 2 	<ul style="list-style-type: none"> Ladder to Success Narrative Writer's Toolbox
Lesson 6	Writing the Children's Book: Day One	<ul style="list-style-type: none"> I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.7.3) With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5) 	<ul style="list-style-type: none"> I can use narrative tools deliberately and effectively. I can recognize the importance of strong verbs, precise description, and sensory imagery in narrative writing. I can give useful and specific peer feedback. 	<ul style="list-style-type: none"> Children's Book Storyboards 	<ul style="list-style-type: none"> Praise-Question-Suggest protocol



Lesson	Lesson Title	Long Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 7	Writing the Children's Book: Day Two	<ul style="list-style-type: none"> I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.7.3) 	<ul style="list-style-type: none"> I can use narrative tools deliberately and effectively. I can recognize the way dialogue can help a reader "show-not-tell" the story. 	<ul style="list-style-type: none"> Independent reading check-in 	
Lesson 8	Writing the Children's Book: Day Three	<ul style="list-style-type: none"> I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.7.3) I can use correct capitalization, punctuation and spelling to send a clear message to my reader. (L.7.2) 	<ul style="list-style-type: none"> I can use resources to correct my spelling. I can assess my writing based on a rubric. 	<ul style="list-style-type: none"> Children's Book Storyboards 	<ul style="list-style-type: none"> Ladder to Success
Lesson 9	End of Unit Assessment and Independent Reading Review	<ul style="list-style-type: none"> I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.7.3) I can read grade-level literary texts proficiently and independently. (RL.7.10) I can use correct grammar and usage when writing or speaking. (L.1) I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.2) I can express ideas with precision. (L.3) 	<ul style="list-style-type: none"> I can recognize coordinating adjectives. I can illustrate my children's book in an effective and interesting way. 	<ul style="list-style-type: none"> End of Unit 3 Assessment: Second draft of Storyboards for the Children's Book End of Unit 3 Assessment: Self Assessment of My Draft Storyboard Independent reading assessment 	<ul style="list-style-type: none"> Ladder to Success



Lesson	Lesson Title	Long Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 10	The Performance Task: The Children's Book Final Draft	<ul style="list-style-type: none">• I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.7.3)• With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)• I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)	<ul style="list-style-type: none">• I can revise and polish my children's book into a final, publishable version.• I can write an author's note to explain how I addressed audience and purpose.	<ul style="list-style-type: none">• Performance task: children's book—final draft• Author's note	<ul style="list-style-type: none">• Ladder to Success



Optional: Experts, Fieldwork, and Service

Experts:

- Invite a local children's book author to share his or her work, as well as the process of writing and illustrating a children's book.
- Invite a local artist to talk about creating powerful images.
- Invite a local storyteller to share his or her work with the class, which should make the process for creating a story more compelling and engaging.

Fieldwork:

- Arrange for students to read their completed children's books to an elementary class.

Optional: Extensions

- Partner with the art teacher to support students in an in-depth exploration of different illustrating techniques.
- Partner with the drama teacher and replace the visual art component (the illustrations) with a performance art component by asking the students to memorize and perform their stories.
- Partner with the media arts teacher and make an audio recording and/or a digital copy of the children's book.



Preparation and Materials

Student Materials

In Lessons 3–10, students work with a scaffolded writing process. They create a plan, write multiple drafts of each page of their book, keep track of their revisions, peer edit, and self-assess their work. The students will need access to these documents over multiple days. Consider what organizational structures in your class might support your students in keeping track of these papers. You are strongly encouraged set up an in-class filing system where the students can keep their work in progress.

Alternative for *Frederick Douglass: The Last Day of Slavery*

This unit uses a picture book called *Frederick Douglass: The Last Day of Slavery* as the mentor text for the performance task. This children's book is integral to several lessons in this module, and is widely available in public and school libraries. However, alternate lessons that use a free alternative children's book will be available on EngageNY.org and at commoncoresuccess.elschools.org to accommodate schools/districts that are not able to secure a copy of *Frederick Douglass: The Last Day of Slavery*.

If you use the alternate text, which is called *Turning the Page: Frederick Douglass Learns to Read*, some of the components and supporting materials of Lessons 1, 2, 3, 5, 6, and 8 change. Please see the teaching notes in each of these lessons for guidance regarding which lesson components and supporting materials should be drawn from the alternate materials, which you will find with the book on the Web site.

Additional Children's Books

In Lesson 2, the students work in pairs (or triads) on a literary scavenger hunt and read an additional children's book to find the elements of a narrative. Consult with your local librarian to find good children's books that are thematically linked to this module. As you choose the children's books, look for ones that have a clear and compelling theme, exemplify narrative techniques, and are short enough that students can read them during the time allotted. See the Children's Book Scavenger Hunt in the supplementary materials of Lesson 2. Consider these recommended titles.

- *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson
- *Dave the Potter* by Laban Carrick Hill
- *Aunt Harriet's Underground Railroad in the Sky* by Faith Ringgold
- *Moses: When Harriet Tubman Led Her People to Freedom* by Carole Weatherford
- *Henry's Freedom Box* by Ellen Levine



Additional Children's Books (continued)

- *Only Passing Through: The Story of Sojourner Truth* by Anne Rockwell
- *Words Set Me Free: The Story of Young Frederick Douglass* by Lesa Cline-Ransome
- *Most Loved in All the World* by Tonya Hegamin
- *When Harriet Met Sojourner* by Catherine Clinton
- *Sojourner Truth's Step-Stomp Stride* by Andrea Pinkney
- *Fifty Cents and a Dream: a Young Booker T. Washington* by Jabari Asim
- *Night Running: How James Escaped with the Help of His Faithful Dog* by Elisa Carbone

Choosing a Medium for the Children's Book Illustrations

Students will illustrate their children's books. Discuss with your local art teacher some media that are good options for inexperienced artists. You may find that drawing in pencil, painting in watercolor, and then outlining some of the images in thin black marker will yield good results. Another good option for beginners is a collage, either of photos, found images, or torn paper. Whichever medium you choose, be sure to create a model for yourself to better understand the skills and process the students will need in order to be successful. Consider using the more artistic students in your class as consultants. Also, launching the next module or independent reading project between Lessons 9 and 10 will give the students more time to work on their illustrations.

Independent Reading

This unit builds on the work the students have already completed toward finishing their independent reading. It includes two lessons (Lessons 1 and 7) in which you check the students' progress. By Lesson 9, the students should be ready to write (or present) a formal book review. A significant portion of the lesson is dedicated to this task. See the separate stand-alone documents on EngageNY.org: **Launching Independent Reading in Grades 6–8: Sample Plan**, which provides practical guidance for a culminating project. Be sensitive to the fact that students will be generating a lot of writing in this unit and may wish to do a less traditional book review. Oral book presentations, "book chats," and dramatic readings can all be good culminating activities that also help students develop their speaking and listening skills.



EXPEDITIONARY
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Grade 7: Module 3A: Unit 3: Lesson 1

Introducing the Performance Task: The Children's Book



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

I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.7.3)

I can use correct grammar and usage when writing or speaking. (L.7.1a and b)

Supporting Learning Targets

- I can articulate the difference between a narrative and a summary.
- I can combine phrases into a complete sentence.
- I can identify where a modifier goes in relation to the noun it modifies.

Ongoing Assessment



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Entry Task: Introducing the Children's Book (10 minutes)2. Work Time<ol style="list-style-type: none">A. Distinguishing Narrative from Summary (15 minutes)B. Introducing the Narrative Writer's Toolbox (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Sentence Practice (10 minutes)4. Homework<ol style="list-style-type: none">A. Independent reading check-in: Complete a narrative arc diagram for an episode in your novel. This should be a basic summary—not a narrative.	<ul style="list-style-type: none">• In this lesson, students learn the difference between a narrative and a summary. This will make it easier for them to turn their summary of an episode from <i>Narrative of the Life of Frederick Douglass</i> into an engaging story.• <i>Frederick Douglass: The Last Day of Slavery</i> serves as the model text for the performance task and is central to this lesson. Familiarize yourself with this text and be able to reference specific examples to illustrate the concepts on the How a Narrative Is Different from a Summary Reference Sheet. Students must understand that they are not using the tools of a narrative writer (i.e., sensory details, dialogue, etc.) randomly. Using the tools just for the sake of using them will make their stories unnecessarily long and difficult to write. There are several points in this lesson (and in future lessons) where you will have the opportunity to emphasize that the tools are only to “zoom in” on a few key moments in the story. You may wish to give them a more specific number if you think your students require more specific direction.• In Unit 1, students were given the “tools” in the Poet's Toolbox. In this lesson, they co-create the Narrative Writer's Toolbox anchor chart with you. Create some probing questions ahead of time to help this process.• This lesson closes with oral practice of sentence structure to help students prepare for the Mid-Unit 3 Assessment Part 2, which includes assessment of L.7.1a, b, and c. This activity may take longer than 10 minutes, especially if you have a high percentage of ELL students. Consider doing only the odd-numbered questions. Additionally, this activity can be transferred to word strips that students can manipulate before they share their sentence with a partner.• This lesson includes an independent reading check-in for homework. Pick up where you left off with the independent reading program in Unit 2, using whichever routine you have established with your class. For ideas, see the stand-alone document on EngageNY.org: Launching Independent Reading in Grades 6–8: Sample Plan; or use the suggested homework, which aligns nicely with the content and skills of Unit 3.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"> This lesson uses a picture book called <i>Frederick Douglass: The Last Day of Slavery</i>. This book serves as the mentor text for the performance task. This children's book is integral to several lessons in this module. If your school does not have this book, it is widely available in public and school libraries. However, by January 15, alternate materials that use a free alternative children's book will be available on EngageNY.org and at commoncoresuccess.elschools.org. These alternate materials will accommodate any schools/districts that are not able to secure a copy of <i>Frederick Douglass: The Last Day of Slavery</i>. If you use the alternate text, the lesson structure stays the same, but you will need to use Unit 3, Lesson 1, Work Times A and B (alternate) and How a Narrative Is Different from a Summary Reference Sheet (alternate) from the file of alternate materials that accompanies the book. In Lesson 2, students will be looking at a variety of children's books. Make sure you have obtained one book per every two or three students. See the Unit Overview for a list of recommended titles. Post: Learning targets.

Lesson Vocabulary	Materials
summary, narrative, pacing, flashback, symbol	<ul style="list-style-type: none"> Entry Task: Introducing the Children's Book (one per student) Excerpt 4 Analysis note-catcher (from Unit 2, Lesson 8) <i>Frederick Douglass: The Last Day of Slavery</i> (book; one copy for teacher read aloud) How a Narrative Is Different from a Summary Reference Sheet (one per student) Chart paper Narrative Writer's Toolbox anchor chart (new; co-created with students in Work Time B) Narrative Writer's Toolbox anchor chart (for teacher reference) Document camera Sentence Practice worksheet (one to display) Equity sticks



Opening	Meeting Students' Needs
<p>A. Entry Task: Introducing the Children's Book (10 minutes)</p> <ul style="list-style-type: none">• Distribute one copy of Entry Task: Introducing the Children's Book to each student.• After a few minutes, ask students to turn and talk:<ul style="list-style-type: none">* "What will you be doing for these assessments?"* "What will you need in order to be successful on this assignment?"* "What potential problems will you encounter? What will you do to overcome them?"• Ask a few pairs to share what they discussed. Clarify any confusion about the assignment.• Ask for a volunteer to read the learning targets. Tell students that today they will leave class with a firm understanding of the difference between a narrative and a summary.	<ul style="list-style-type: none">• Many students will benefit from seeing questions posted on the board or via a document camera, but reveal questions one at a time to keep students focused on the question at hand.



Work Time	Meeting Students' Needs
<p>A. Distinguishing Narrative from Summary (15 minutes)</p> <ul style="list-style-type: none">• Direct the students to get out their Excerpt 4 Analysis note-catcher (from Unit 2, Lesson 8).• Ask a student to summarize Excerpt 4.• Tell the students: “That was a <i>summary</i>. Now you are going to read a <i>narrative</i> version of the same event.”• Reread the Covey fight from <i>Frederick Douglass: The Last Day of Slavery</i>, which begins on page 13 with the sentence, “When Frederick was seventeen ...”• Draw a Venn diagram on the board and help the class generate a list of similarities and differences between the summary version of the story and the narrative version. Guide students to talk about craft and not just events in the story by asking probing questions like: “What details did the author choose to include that you wouldn’t include if you were summarizing the story?”• Distribute the How a Narrative Is Different from a Summary Reference Sheet. Direct students’ attention to the third column. Note that the narrative arc is the same for both a narrative and a summary.• Give examples of each item on the narrative side of the reference sheet. See the first column for some suggested examples. Feel free to point out more examples from <i>The Last Day of Slavery</i>.• Emphasize that not every event in a narrative is told with “show-not-tell” details or dialogue. Instead, the author chooses a few of the most important parts of the story to zoom in on. For example, on page 17, the author didn’t tell us many details about how Frederick ran away. Did he climb a fence? Did dogs bark at him? Did he hide in the barn all day? Instead, the author quickly moves the action to a more important moment—the night in the woods when Frederick feels trapped. This is called <i>pacing</i>—or the speed at which a story moves.• Explain that a narrative writer needs to pay close attention to pacing—when the action should move forward and when it should linger on what a character is feeling or thinking. Students should think of it as watching a movie versus looking at a picture. When the story is moving forward, it’s like a movie is playing. When the author zooms in on some action, it’s like he takes a picture or “snapshot” and wants the reader to look at it for a while. When the author zooms in on what a character is thinking or feeling, it’s like he takes a “thought-shot.” (See <i>After “The End”</i> by Barry Lane or www.discover-writing.com for more information.)	<ul style="list-style-type: none">• Many students will benefit from seeing questions posted on the board or via a document camera, but reveal questions one at a time to keep students focused on the question at hand.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Point out that on page 17 there is a thought-shot because it is important for us to understand how Frederick is feeling because that will help the reader understand how he has the strength to fight Covey. It's not important to know how he ran away. Point out that in the book they are reading—which is a narrative—Douglass made the same types of decisions. He doesn't zoom in on every episode of his life, or every detail of every story. The students, as authors, will also need to decide where to zoom in as they retell an episode.• Ask students to turn and talk:<ul style="list-style-type: none">* “Why does an author zoom in on some parts of a story and not all?”• Listen for them to name both logistical reasons (e.g., “it would make the story too long”) and stylistic reasons (e.g., “it makes the story more interesting,” or “it emphasizes the most important parts and helps the reader understand the overall meaning”).• Ask students to turn and talk:<ul style="list-style-type: none">* “How does an author zoom in on an event in the story?”• Listen for them to say things like: “by adding sensory details,” or “by adding more about the character's thoughts.” After asking one pair to share out, move on to Work Time B.	



Work Time (continued)	Meeting Students' Needs
<p>B. Introducing the Narrative Writer's Toolbox (10 minutes)</p> <ul style="list-style-type: none">• Tell students you would like to capture their thinking about how an author zooms in on a particular part of the story on an anchor chart. Post a piece of chart paper, on which you and the class will co-create the Narrative Writer's Toolbox anchor chart. Remind students that they worked with the Poet's Toolbox in Unit 1. On this anchor chart they are going to list the tools a narrative writer uses to craft his or her story. There will be some crossover, of course. Both storytellers and poets are using language to give their work power and have an effect on their reader. These tools help to create meaning, emotions, or beauty wherever they are used.• Co-construct the chart with the students—see Narrative Writer's Toolbox anchor chart (for teacher reference). Prompt students to use the How a Narrative Is Different from a Summary Reference Sheet to find some tools. Note: You need to define <i>flashback</i> and <i>symbol</i>.• Remind students that a writer doesn't randomly use these tools. Instead, he or she uses them deliberately in specific parts of the story to emphasize the action, develop the characters, or reinforce the theme. Point out the example on page 17, "Lying in the dark of the woods, he wished he were an animal himself: a creature with fur and claws to protect himself." This is a common tool—figurative language. The author is making a metaphor not to be entertaining, but because he wants to tell you something specific about what he is thinking now, which relates to something that will happen later in the story. He is scared and wishes he could protect himself. This is important because later in the story he does protect himself by fighting back.	



Closing and Assessment	Meeting Students' Needs
<p>A. Sentence Practice (10 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the document camera. Post the Sentence Practice worksheet. Read the first set of phrases, give students a moment to make their decision, and then ask them to turn and talk about their choice.• Using the equity sticks, cold call on a student. Ask the student to explain his or her choice.• Repeat this process for numbers 2–4.• Then model how to do number 5. Say something like: “First I locate the main clause. Then I ask myself: What noun does the dependent clause modify? Then I put the dependent clause after that noun and separate it with commas. So the sentence would read, ‘The ant, which was carrying a huge leaf, marched along the ground.’ An incorrect way of doing it would be to say, ‘The ant marched along the ground, which was carrying a huge leaf.’ Because the modifier is so far away from the noun, it makes it sound like the ground was carrying the leaf.” (See Unit 2, Lesson 2, where “modify” is introduced.)• Repeat this process for the remaining questions.	<ul style="list-style-type: none">• Consider putting the phrases on word strips that students can manipulate.• Students may find it easier to write their ideas on scratch paper before they turn and talk.• ELL students may need additional time for this activity. Consider doing only the odd numbers.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Do an independent reading check-in: Complete a narrative arc diagram for an episode in your novel. This should be a basic summary—not a narrative.	



EXPEDITIONARY
LEARNING

Grade 7: Module 3A: Unit 3: Lesson 1

Supporting Materials



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Entry Task: Introducing the Children's Book

Name:

Date:

Directions: Complete this task individually. Read the prompt and underline five important verbs that clarify what you will do for these assessments. Then complete the sentence stems at the bottom of the page.

7M.3A.3 End of Unit Assessment and Performance Task Prompt

Choose one episode from *Narrative of the Life of Frederick Douglass*. Write and plan the illustrations for a children's book that tells this story in a way that is appropriate to your audience, conveys a message that is broadly applicable to situations beyond the story, and uses language to create a powerful story. Your story should demonstrate your knowledge of the life of Frederick Douglass and of narrative techniques.

Then, revise your text and illustrate your children's book. Your **final, publishable version** will be assessed using the Module 3 Performance Task Rubric.

Learning Targets (from W.7.3, W.7.5):

- * I can write a narrative text about an event from *Narrative of the Life of Frederick Douglass* using relevant details and event sequences that make sense.
- * I can use effective narrative techniques to develop the character and events in the narrative.
- * I can provide a conclusion that reflects on the narrated experience of Frederick Douglass and connects it to a larger, more universal message.
- * With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed.



Entry Task: Introducing the Children's Book

Audience: Upper elementary school
Purpose: To retell one of the events from the life of Fredrick Douglass in an engaging and creative way.

To connect Frederick Douglass's experience to a universal human truth.

Book length: Six to eight pages (300–500 words)
Illustrations: Four (including cover)
Timing: You will have limited class time for planning, peer review, writing, and illustrating.
You will be completing a portion of the work at home.

Your **Children's Book Storyboards** with a polished version of your text and a rough sketch of your illustrations will be your end of unit assessment and is due _____.

In order to be successful on this project, I will need ...

A potential problem I see is ...



How a Narrative Is Different from a Summary Reference Sheet

Example from <i>The Last Day of Slavery</i>	A Narrative ...		A Summary ...
“He hid in the woods and ate wild berries, drank water from a shallow stream.” (page 17)	Develops setting with sensory descriptive detail	Establishes context	Names setting
“In front of the fire, he cleaned Frederick’s wounds, gave him Indian corn to eat.” (page 19)	Develops character with “show-not-tell” description—using some adjectives but also nouns, strong verbs, and dialogue		Names characters and describes them with adjectives and verbs
“He knew that Frederick had to be broken soon.... Even when he sat down to eat his lunch, Covey watched him with a cold eye.” (page 13)	Describes events that illustrate the conflict, but usually does not explicitly name it	Establishes conflict	Names the conflict
There are many examples. Here is one: “While they kicked and hit each other, while they wrestled in the dirt, the slaves watched in disbelief.” (page 23)	“Shows” the most important events unfolding by using sensory description, strong verbs, and dialogue		



How a Narrative Is Different from a Summary Reference Sheet

Example from <i>The Last Day of Slavery</i>	A Narrative ...		A Summary ...
There are many examples. Here is one: “While they kicked and hit each other, while they wrestled in the dirt, the slaves watched in disbelief.” (page 23)	“Shows” the most important events unfolding by using sensory description, strong verbs, and dialogue	Climbing steps: tells the story in logical sequence Has a clear climax	Names the important points of action Uses some description and strong verbs
“When Frederick was seventeen ...” (page 13) “One day ...” (page 15) “That night ...” (page 17)	Uses transitional words like then, next, etc.		Uses transitional words like then, next, etc.
“Lying in the dark of the woods, he wished he were an animal himself: a creature with fur and claws to protect himself.” (page 17)	Focuses on thoughts and emotions of the character		Mentions thoughts and emotions of characters in passing
“When the fight was over, the breaker looked at Frederick with new eyes. Fear was in his eyes, but also respect.” (page 26) “He told himself that he would never think or act like a slave again.” (page 27)	Shows the resolution of the conflict Shows character growth Implies a theme or universal truth but usually does not explicitly say it	Provides a conclusion	Sums up the events of the story Names the resolution of the conflict Directly states character growth and change



Narrative Writer's Toolbox Anchor Chart

Tool	Possible Function



Narrative Writer's Toolbox Anchor Chart
(For Teacher Reference)

Tool	Possible function
Sensory details	Establish setting or develop actions
Show-not-tell details	Establish setting or develop actions
Strong verbs	Develop plot or character
Dialogue	Develop plot or character
Figurative language (especially symbolism)	Establish setting, develop character or reinforce theme
Precise adjectives	Establish setting, develop character or reinforce theme
Logical organization (including flashbacks)	Develop plot
Transitional words	Develop plot
Vivid word choice	Establish setting, develop plot or character



Sentence Practice Worksheet

Directions: Read the following phrases. Pick the sentence that most correctly combines the phrases.

1. which was delicious

**The burrito
was full of black beans**

- a. The burrito, which was delicious, was full of black beans.
- b. The burrito was full of black beans which was delicious.

2. The burrito

**which were spilling out of it
was full of black beans**

- a. The burrito, which were spilling out of it, was full of black beans.
- b. The burrito was full of black beans, which were spilling out of it.

3. the black beans

**which were spilling out of the burrito
were spicy and delicious**

- a. The black beans, which were spilling out of the burrito, were spicy and delicious.
- b. The black beans were spicy and delicious, which were spilling out of the burrito.

4. I ate

**a burrito
one day for lunch
chips and salsa
that was full of black beans and cheese.**

- a. One day for lunch, I ate a burrito that was full of black beans and cheese and chips and salsa.
- b. One day for lunch, I ate chips and salsa and a burrito that was full of black beans and cheese.



Sentence Practice Worksheet

Now you try. Combine the dependent and independent clauses below into grammatically correct sentences. Then combine them into a grammatically incorrect sentence and be prepared to explain why it is incorrect.

5. the ant

**marched along the ground
which was carrying a huge leaf**

a. Correct sentence:

b. Incorrect sentence:

**6. as he marched along the ground
the ant
stumbled a little
which was carrying a huge leaf**

a. Correct sentence:

b. Incorrect sentence:



Sentence Practice Worksheet

Now you try. Combine the dependent and independent clauses below into grammatically correct sentences. Then combine them into a grammatically incorrect sentence and be prepared to explain why it is incorrect.

7. the ant

**who was spinning a web
which was marching along the ground
stumbled in front of a spider**

a. Correct sentence:

b. Incorrect sentence:

8. The ant

**the spider
which was carrying a large leaf
was attacked by
who was desperately hungry**

a. Correct sentence:

b. Incorrect sentence:



Sentence Practice Worksheet

Now you try. Combine the dependent and independent clauses below into grammatically correct sentences. Then combine them into a grammatically incorrect sentence and be prepared to explain why it is incorrect.

9. and won
an ant
fought a spider
one summer day
which was full of unusual events
who was carrying a huge leaf at the time

a. Correct sentence:

b. Incorrect sentence:



EXPEDITIONARY
LEARNING

Grade 7: Module 3A: Unit 3: Lesson 2

Discussing and Identifying Themes: What Makes a Good Children's Book?



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

I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.7.3)

I can use correct grammar and usage when writing or speaking. (L7.1a and b)

Supporting Learning Targets

- I can write a concluding thematic statement that connects the experience of Frederick Douglass to situations beyond the story.
- I can recognize narrative techniques in a children's book.
- I can combine phrases into a complete sentence.

Ongoing Assessment

- Children's Book Scavenger Hunt



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Entry Task: Summing It Up (15 minutes)2. Work Time<ol style="list-style-type: none">A. Children's Book Scavenger Hunt (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Sentence Practice (10 minutes)4. Homework<ol style="list-style-type: none">A. Reread the episode you want to turn into a children's book. As you read, underline sentences that you think you could borrow to help you develop character, add sensory details, create dialogue, include strong verbs, and craft the thematic statement.	<ul style="list-style-type: none">• In this lesson, students will begin to articulate the theme of their children's books. They first read the conclusion of <i>Frederick Douglass: The Last Day of Slavery</i> (excerpted in the entry task) and think about the theme of that book. Using the author's language as a scaffold, they then write their own theme for two of the episodes they read. Students should keep today's entry task in a safe place and use it as they write the conclusion of their children's book.• Students also look closely at a children's book to evaluate the narrative techniques. This will serve as an additional model before they begin writing their own stories. To facilitate this, go to the library and get 10–15 books. Because students will be reading them closely and looking at illustrations, this lesson will be most successful if you have one book for every two students. To find a list of recommended titles that are thematically linked to <i>Narrative of the Life of Frederick Douglass</i>, see the Unit 3 Overview.• In the next lesson, students will be returning to their excerpt analysis triads from Unit 2 to report on the children's book they studied in this lesson. Be deliberate in your groupings today to ensure that the groups will be successful today and tomorrow.• You collect the Children's Book Scavenger Hunt at the end of today's lesson. Students will use it again in Lesson 3.• For today's sentence practice, students practice putting phrases together. If you wish, you may substitute this lesson with a worksheet that has examples of sentence-level errors from their work.• The homework for this lesson asks students to pick the episode on which they will base their children's book. You may want to provide guidance at this time. Because the model text is based on the fight with Covey, this episode will be very familiar and will be appropriate for some of your struggling students. You may wish to guide your stronger students to challenge themselves and choose a less familiar episode or even one that they read on their own.• Emphasize the importance of completing the homework before tomorrow's class. Students must be familiar with their chosen episodes in order to complete the My Children's Book Plan tomorrow.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• This lesson uses a picture book called <i>Frederick Douglass: The Last Day of Slavery</i>. This book serves as the mentor text for the performance task. This children's book is integral to several lessons in this module. If your school does not have this book, it is widely available in public and school libraries. However, by January 15, alternate materials that use a free alternative children's book will be available on EngageNY.org and at commoncoresuccess.elschools.org. These alternate materials will accommodate any schools/districts that are not able to secure a copy of <i>Frederick Douglass: The Last Day of Slavery</i>.• If you use the alternate text, the lesson structure stays the same, but you will need to use Unit 3, Lesson 2, Opening (alternate) and Entry Task: Summing It Up (alternate) from the file of alternate materials that accompanies the book.• Post: Learning targets.

Lesson Vocabulary	Materials
theme	<ul style="list-style-type: none">• Entry Task: Summing It Up (one per student)• Douglass's Homes Discussion Appointment worksheet (from Unit 1, Lesson 6)• An assortment of children's books (one for every two or three students)• Children's Book Scavenger Hunt worksheets (one per student)• Document camera• Putting Sentences Together worksheet (one per student and one to display)• Equity sticks



Opening	Meeting Students' Needs
<p>A. Entry Task: Summing It Up (15 minutes)</p> <ul style="list-style-type: none"> • Distribute and post the Entry Task: Summing It Up. Invite students to follow along silently as you read the directions for Part I aloud. • Ask for a volunteer to define <i>theme</i>. Listen for: "It is a message or universal truth that the author is trying to convey," or "It is a statement that is broadly applicable to situations beyond the story." • Direct students' attention to today's learning targets. Tell them you are interested in hearing the themes they can articulate. • After a few minutes, ask the students to share their answers to the questions in Part I. Listen for thematic statements such as: "People always long to be free," "When you stand up for yourself, you gain new resolve and power," or "It is a good thing to be true to yourself and not let someone else tell you who you are." For the second question, listen for: "The star is a symbol for his hope for the future," "It's a symbol of his resolve to free his people," or "It symbolizes his decision to break out of the mentality of a slave." • Arrange the students in pairs using the Douglass's Homes Discussion Appointment worksheet (from Unit 1, Lesson 6). Direct them to Part II of the entry task. Invite them to get out their notes for each episode. • After a few minutes, ask the students to share out possible thematic statements. Accept all reasonable responses. • Point out that there are several possible themes for any given episode. It depends on what the author wants to focus on. The thematic statement for <i>Frederick Douglass: The Last Day of Slavery</i> could have been that owning a slave makes someone a brutal person (like Covey), but because this is a children's book, the theme is something that is more appropriate for young children—like "if you are determined to find freedom, you will one day find it." Also, the story focuses more on the relationship between Douglass and his mother. This is not a major focus of <i>Narrative of the Life of Frederick Douglass</i>, but because this is a book for children, and children are close to their parents, the author focused on that aspect of the story. • Remind students that part of their assignment is to articulate a thematic statement. Just as <i>Frederick Douglass: The Last Day of Slavery</i> doesn't come out and say its theme directly, they won't say it directly either. Instead, they will use the sentence stems on the entry task to articulate the theme and to lead the reader to the understanding that they, as authors, want the reader to get. This exercise helps them generate a first draft of that theme. Students should save this entry task and use it as they write the last page of their book. 	<ul style="list-style-type: none"> • Consider partnering ELL students who speak the same home language when discussion of complex content is required. This allows students to have more meaningful discussions and clarify points in their native language. • Giving students a moment to think before they answer will help them articulate their ideas more clearly. • Inviting the whole class to participate by giving a thumbs-up will bring reluctant students into the discussion.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students that the theme of their stories will be directly related to audience and purpose. As authors they will have to think deeply about how they will address their audience and their purpose. Ask:<ul style="list-style-type: none">* "Who is the audience for this book? How will that affect your writing?"• Wait a few moments for everyone's hand to go up and then call on someone. Listen for students to name the type of diction they will use, the details they will include, the pacing, etc.<ul style="list-style-type: none">* "What is the purpose of this book? How will that affect your writing?"• Wait a few moments for everyone's hand to go up and then call on someone. Listen for: "The purpose of this book is to teach young children about the life of Frederick Douglass," "The purpose is to help young children reflect on a universal truth through the theme," "The purpose is to entertain children," or "The purpose is to teach children about American history."	

Work Time	Meeting Students' Needs
<p>A. Children's Book Scavenger Hunt (20 minutes)</p> <ul style="list-style-type: none">• Depending on the number of children's books you have, arrange the students into pairs or triads. Distribute the assortment of children's books and the Children's Book Scavenger Hunt worksheets. Tell students they will complete the first three sections today, and tomorrow they will share out what they found with another group.• Ask for a volunteer to read the directions for the first three sections aloud. Ask for another volunteer to paraphrase the directions. Clarify any questions.• Circulate to help as needed, or consider joining a struggling group.• Collect the worksheets and be ready to return them tomorrow.	<ul style="list-style-type: none">• Mixed-ability groupings of students for regular discussion and close reading exercises will provide a collaborative and supportive structure for close reading of the text. Determine these groups ahead of time.



Closing and Assessment	Meeting Students' Needs
<p>A. Sentence Practice (10 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the document camera. Distribute and display the Putting Sentences Together worksheet. Remind students that writers think of the big picture of how a story fits together, as well as the small details like how to craft clear and interesting sentences. Practicing constructing sentences is a good way to think like a writer. Read the model out loud and talk about the nuances of meaning in the way the phrases are arranged.• Direct students to write their ideas for the first collection of phrases on a scratch piece of paper. After a few minutes, have them turn and talk to a classmate. Using the equity sticks, cold call a few students to share out their ideas. Discuss how the arrangement of the clauses changes the meaning.• Repeat for the remaining collections of phrases.	<ul style="list-style-type: none">• Use of Total Participations Techniques (like Turn and Talk) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread the episode you want to turn into a children's book. As you read, underline sentences that you think you could borrow to help you develop character, add sensory details, create dialogue, include strong verbs, and craft the thematic statement.	



EXPEDITIONARY
LEARNING

Grade 7: Module 3A: Unit 3: Lesson 2

Supporting Materials



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Entry Task: Summing It Up

Name:

Date:

Part I

Directions: Complete this task individually.

These are the last lines of *Frederick Douglass: The Last Day of Slavery*:

“That night, while he lay by the fire, Frederick thought about his mother. He remembered how she had walked all night, across the frozen fields, just to hold him. He told himself that he would never think or act like a slave again. He promised his mother that one day he would escape, that all slaves would be free. Frederick looked up into the sky and saw the moon drifting through the clouds. After the moon came a star, pale and far off, but burning in the sky.”

1. What is the theme that Frederick reflects on in these last few lines?

2. The star that he sees “pale and far off but burning” is symbolic to him. What does the star represent to Frederick?



Entry Task: Summing It Up

Part II

Directions: With a partner, articulate **a thematic statement** for two of the episodes we read as a class.

Episode:	Episode:
That night, while he lay by the fire, Frederick thought ... He told himself that ...	That night, while he lay by the fire, Frederick thought ... He told himself that ...



Children's Book Scavenger Hunt

Name: _____

Date: _____

I. Scavenger Hunt

Directions: Read the children's book provided and answer the questions in the first column. Then look for the author's use of narrative techniques. When you find evidence of one, note it in the third column.

Book Title: _____

Elements of a story	Can you find ...?	Example from text (with page number)
What is the setting?	... one sensory detail that helped you imagine the setting?	
Who is the main character?	... when the author shows you a character trait instead of just telling you?	
What is the central conflict?	... where the author shows you the conflict instead of telling you?	
What happens in the story?	... a strong verb ? ... an example of dialogue ? ... three vivid words or precise adjectives ?	
Does the author show what the characters think or feel?	... one thought-shot?	
What is the resolution?	... some concluding sentences that lead the reader to the thematic statement that the story is implying?	



Children's Book Scavenger Hunt

II. Zooming in

Directions: Think for a moment about where the author zoomed in on the action or characters and where the author did not.

1. Describe one event the author zoomed in on. Why is this event important enough to zoom in on? What tools did the author use to magnify this event?

2. Describe a place that the author paused to give the reader a thought-shot. Why was it important for us to know the thoughts of the character at this time?

3. Describe one event the author moved quickly over. Why is this event not important enough to zoom in on?



Children's Book Scavenger Hunt

III. Looking at Pictures

Directions: Now spend a few minutes looking at the pictures. Pick one illustration to focus on. What do you notice? Why? What part of the text did this author choose to illustrate? Make some notes for yourself below. Be prepared to share out with a partner.

IV. Tell a Friend (you'll do this in the next lesson)

Directions: Now share what you found with your small group. Start with these sentence stems:

My story was powerful/was not powerful because ...

I noticed that the author of this book ...



Children's Book Scavenger Hunt

As you discuss, use this as an opportunity to practice using these sentence stems that can help you on your mid-unit assessment.

Questions to encourage discussion:

Why did you think ...?

Did you consider ...?

Could you explain your thinking about ...?

I hear you saying.... Is that right?

Respectful responses that encourage discussion:

I'm glad you said ...

I hadn't thought of ...

I see it differently because ...

I hear you saying ... and now I think ...



Putting Sentences Together

Name:

Date:

Directions: Using the collections of phrases and sentences below, make a least three grammatically correct sentences. You can add words, rearrange existing words, or change verbs tense if you need to.

Model: Dog,
getting on my nerves,
barking

The dog, which was barking, was getting on my nerves.

The barking dog was getting on my nerves.

The dog, which was getting on my nerves, wouldn't stop barking.

Because he was barking, the dog was getting on my nerves.

Combining phrases: Day,
sunny,
was starting to get cloudy

There was someone
He looked
down the hall
didn't recognize

Combining sentences: Frederick learned to read.
Reading opened up a whole new world to him.
Frederick got a taste of freedom.

Frederick devised a daring plan.
It was a plan full of danger.
The plan filled him with hope.



EXPEDITIONARY
LEARNING

Grade 7: Module 3A: Unit 3: Lesson 3

Preparing for the Mid-Unit Assessment: Planning the Children's Book



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.7.3)</p> <p>I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)</p> <p>I can use correct grammar and usage when writing or speaking. (L.7.1a and b)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can plan a children's book that is organized in a way that makes sense to the reader.• I can use narrative tools purposefully.	<ul style="list-style-type: none">• My Children's Book Plan



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Entry Task: Preparing for the Mid-Unit Assessment Part 1 (5 minutes)2. Work Time<ol style="list-style-type: none">A. Tell a Friend (12 minutes)B. Writing My Children's Book Plan (23 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Exit Ticket: Planning for the Mid-Unit Assessment Part 1 (5 minutes)4. Homework<ol style="list-style-type: none">A. To help you prepare for the sentence-level questions on the mid-unit assessment, complete the Sentence Practice homework. This will be due in Lesson 5. Read your independent reading book.	<ul style="list-style-type: none">• In this lesson, students prepare for Part 1 of the mid-unit assessment and plan their children's book.• The first part of the mid-unit assessment is a group discussion called a Writer's Roundtable (see Lesson 4 Teaching Notes). To prepare for that, students return to their excerpt analysis triads from Unit 2 and practice speaking in small groups today as they discuss the children's book they studied in Lesson 2 of this unit. Be sure to have the Children's Book Scavenger Hunt worksheets from Lesson 2 ready to hand back.• Students discuss their plans for their children's book and work on creating that plan for the bulk of this lesson. Assure students that this plan will guide their writing but will not dictate what they write on every page. They will have multiple chances to revise their thinking.• Part 2 of the mid-unit assessment is centered on L.1a, b, and c, and will be assessed in Lesson 5. The homework assigned today will help students prepare for that portion of the assessment.• In this lesson, you share a Ladder to Success anchor chart with the students. This will make the scaffolding for the final children's book project clear and help students see how all of the assignments and handouts are leading to the end project. Consider posting this anchor chart for the duration of the unit so that you can reference it during lessons. You could also have students write their names on sticky notes and post them on whatever step they have completed. In this way you can see each student's progress.• You can see each step linked to specific lessons on the Ladder to Success Rationale in the supporting materials. If you feel your students need more time, consider doing more in-class work with independent reading or moving on to the introductory lessons of the next module to give students more time outside class to finish their books. This may be particularly useful when the students are working on their illustrated, final versions.• The Ladder to Success anchor chart will also help you keep track of the various papers this scaffolding generates. Consider how you can support your students with their organization and help them keep track of their drafts and revision sheets. Many teachers like to set up a filing system in the classroom where students can keep their working papers.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• At the end of class today, students hand in their My Children's Book Plan. Use this, along with the exit ticket, to identify students who may need additional time or support in this important first step.• Read the My Children's Book Plan and the exit ticket, looking for strong candidates for the Fishbowl discussion in Lesson 4.• The homework of this lesson helps students practice L.7.1. Consider pulling errors (i.e., sentence fragments, run-ons, or misplaced modifiers) from the students' work to include as an additional worksheet. The homework for this lesson is due in Lesson 5.• This lesson does not use <i>Frederick Douglass: The Last Day of Slavery</i> directly, but the supporting material My Children's Book Plan refers to it. If you used the alternate text, the lesson structure stays the same, but you will need to use My Children's Book Plan (alternate) from the file of alternate materials that accompanies the book.• Post: Learning targets.

Lesson Vocabulary	Materials
	<ul style="list-style-type: none">• Entry Task: Preparing for the Mid-Unit Assessment Part 1 (one per student)• Children's Book Scavenger Hunt worksheets (from Lesson 2; returned this lesson)• Ladder to Success anchor chart (one per student and/or one to display)• Ladder to Success Rationale (for teacher reference)• My Children's Book Plan (one per student)• Exit Ticket: Planning for the Mid-Unit Assessment Part 1 (one per student)• Sentence Practice homework (one per student)



Opening	Meeting Students' Needs
<p>A. Entry Task: Preparing for the Mid-Unit Assessment Part 1 (5 minutes)</p> <ul style="list-style-type: none"> • Distribute the Entry Task: Preparing for the Mid-Unit Assessment Part 1. Instruct students to work on it individually. • After a few minutes, ask a handful of students to share out their ideas. Clarify any questions about the mid-unit assessment. Be sure to explain that the mid-unit assessment has two parts: The first part will be the Writer's Roundtable; the second part will be a short grammar test on sentences. 	
Work Time	Meeting Students' Needs
<p>A. Tell a Friend (12 minutes)</p> <ul style="list-style-type: none"> • Distribute the Children's Book Scavenger Hunt worksheets (from Lesson 2). Arrange the students in their excerpt analysis triads from Unit 2. • Direct the students' attention to Section IV of the Children's Book Scavenger Hunt. Point out that the mid-unit assessment will use the same sentence stems. Encourage students to use this discussion as a "dress rehearsal" for tomorrow. Tell them that their goal in the discussion today is not to share all the information they gathered yesterday. Rather, it's to get everyone involved in an interesting and engaging discussion about what makes a good children's book. • Tell the students to begin their discussion. Circulate to help as needed. 	<ul style="list-style-type: none"> • Many students will benefit from having the time available for this activity displayed via a visible timer or stopwatch.
<p>B. Writing My Children's Book Plan (23 minutes)</p> <ul style="list-style-type: none"> • Refocus whole class. Notice and name some of the specific comments you overheard during the discussion. Express your confidence in their ability to have a useful discussion on the assessment tomorrow. • Ask students to return to their seats and get out their homework. • Distribute and/or display the Ladder to Success anchor chart. Tell students that you want them to be successful on this project but you know they will need to work hard to make that happen. Just as you don't expect someone to suddenly jump to the top of a ladder, you don't expect your students to suddenly turn in a fabulous children's book without taking certain steps to be successful. Instead, you have provided rungs, or different assignments and checkpoints that will help them climb the ladder to success. If they use these steps, they all will be able to turn in a fantastic story. Use the Ladder to Success Rationale for your own reference. 	<ul style="list-style-type: none"> • Analogies like this help students understand abstract concepts like planning for success.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Point out that students stepped on the first rung in Unit 2 when they filled out their Excerpt Analysis note-catcher. You may wish to have students put a checkmark on this rung on their personal sheets and/or put a sticky note for each student on the classroom copy (see Teaching Notes). Today they will step up to the second rung by making their My Children's Book Plan.• Remind students that tomorrow they will be stepping on the third rung and discussing their ideas for their children's book. By getting those ideas down on paper ahead of time, they will have a more fruitful discussion. Distribute the My Children's Book Plan.• Read over the directions and the model for the students. This model comes from the first page of <i>The Last Day of Slavery</i>.• Students should use last night's homework to fill out this sheet. Clarify if there are any questions. Tell students they have the next 20 minutes to work on their plans. Point out that it may be easier to start from the end of the story and work backward. Circulate to help as needed.	
Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: Planning for the Mid-Unit Assessment Part 1 (5 minutes)</p> <ul style="list-style-type: none">• Distribute the Exit Ticket: Planning for the Mid-Unit Assessment Part 1 and instruct students to fill it out before they leave.• Distribute and preview the Sentence Practice homework.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• To help you prepare for the sentence-level questions on the mid-unit assessment, complete the Sentence Practice homework. This will be due in Lesson 5. Read your independent reading book.	



EXPEDITIONARY
LEARNING

Grade 7: Module 3A: Unit 3: Lesson 3

Supporting Materials



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Entry Task: Preparing for the Mid-Unit Assessment Part 1

Name:

Date:

Directions: Please complete this task individually. Read over the assessment prompt and criteria. Then answer the questions below.

7M.3A.3 Mid-Unit Assessment Prompt

Tomorrow you will participate in a Writer's Roundtable. You will present your Children's Book Plan to the group and talk about the questions and concerns you have. This will be an excellent chance for you to get feedback on your Children's Book Plan so far. You will also help your fellow classmates by critiquing their plans thoughtfully. In addition, it will demonstrate how well you can reach the following learning targets:

- * I can effectively engage in discussions with diverse partners about seventh grade topics, texts, and issues.
- * I can follow rules for collegial discussions and track my progress toward a specific goal.
- * I can pose questions that elicit elaboration and respond to the questions and comments of others with relevant observations.
- * I can acknowledge new information expressed by others and, when warranted, modify my own views.



Entry Task: Preparing for the Mid-Unit Assessment Part 1

Speaking and Listening Criteria

What it will look like when I reach the learning targets:	Sentence stems that may help me:
____ Asks relevant, helpful questions that elicit elaboration	Why did you think ...? Did you consider ...?
____ Seeks to clarify and understand other perspectives, especially when they differ from one's own	Could you explain your thinking about ...? I hear you saying.... Is that right? Do you agree that ...?
____ Makes helpful observations about another's work	I hear you saying ... I see you have ... A real strength of this part is ... This part needs a little work because ...
____ Seeks out and respectfully acknowledges others' ideas	I'd like to hear your thoughts on ... I'm glad you said ... I hadn't thought of ... I see it differently because ...
____ Does not dominate conversation	I'd like to hear your thoughts on ...



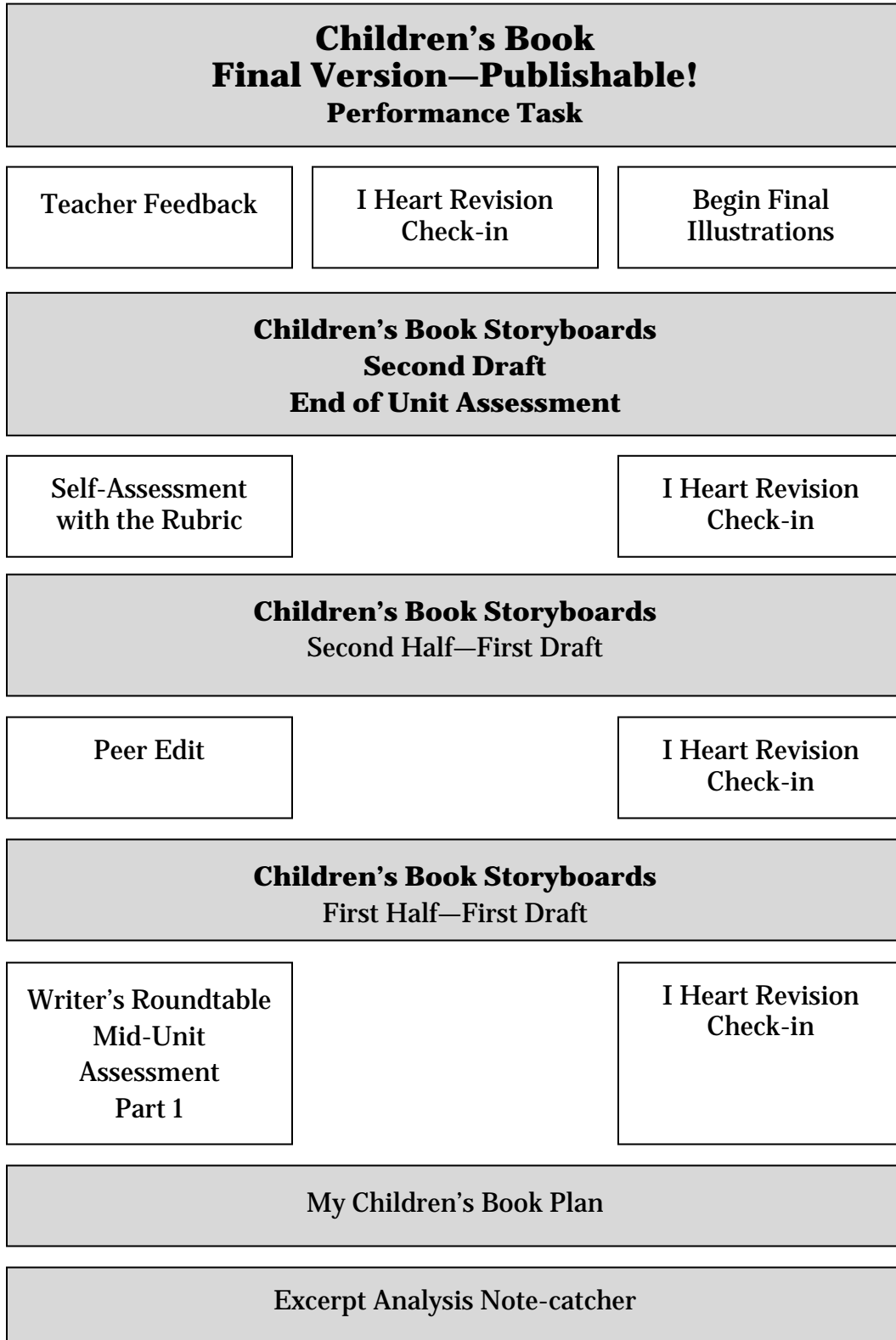
Entry Task: Preparing for the Mid-Unit Assessment Part 1

1. What will you need to do to be successful in the group discussion tomorrow?

2. What are some potential pitfalls? How will you avoid them?



The Ladder to Success Anchor Chart





Ladder to Success Rationale
(For Teacher Reference)

Step on the Ladder	Lesson Taught	Rationale
Excerpt Analysis Note-catcher	Unit 2	This helps students keep track of the major events in the episode.
My Children's Book Plan	Lesson 3	This helps students begin to break down the events of the episode into smaller chunks and begin envisioning each page. This should guide their writing but not dictate it.
Writer's Roundtable	Lesson 4	Talking through their stories before they begin writing will help students synthesize and clarify their thinking.
Children's Book Storyboards First Half—First Draft	Lessons 5, 6	The storyboard worksheets are an important part of the writing process. They have space for students to do a rough draft version of both the text and the illustrations.
Peer Edit	Lesson 6	This is a chance for students to get their work looked at by another students early in the process.
Children's Book Storyboards Second Half—First Draft	Lesson 7 (and homework); due Lesson 8	Breaking the first draft into two major chunks will help students not feel overwhelmed with the writing task.



Ladder to Success Rationale
(For Teacher Reference)

Step on the Ladder	Lesson Taught	Rationale
Self-assessment with the Rubric	Lesson 8	By letting students self-assess their own work, they gain familiarity with the rubric and learn a valuable skill.
Children's Book Storyboards Second Draft	Lesson 8 (and homework); due lesson 9	By requiring students to do at least two drafts of every page, you will get higher quality work and develop students' intellectual stamina.
Begin Final Illustrations	Lesson 9	By giving students some class time to work on illustrations, you will encourage collaboration and get higher quality work.
Teacher Feedback	Between Lessons 9 and 10	When students get a chance to use your feedback to work on another draft, they will learn more from the writing process.
Children's Book Final Version	After Lesson 10	Students may benefit from having additional time at home to finish their books. Consider the needs of your students when you give them the final due date.



My Children's Book Plan

Name: _____

Date: _____

Directions:

Now you will plan your children's story. When you begin writing, you will use this plan as a guide. However, you will probably make small adjustments as you write. As you plan, think carefully about where you will zoom in and be more detailed; do it deliberately and only in moments of the story that need to be examined closely. You may have six to eight pages in your book. You must have at least five pages planned for the Writer's Roundtable tomorrow.

Gist of the story:
Thematic statement

Page number	Gist of the text * Narrative tool I will use	Gist of illustration (Remember: Not every page needs an illustration. Choose the pages that best lend themselves to images.)	Step on the narrative arc
<i>Model</i>	<i>Douglass was born on a plantation. He didn't know his mother.</i> <i>* Sensory details: slept with "miserable blankets" on a "cold, damp floor"</i> <i>* Showing character traits: mother walking all night</i>	<i>FD as a baby with a shadowy, blurry image of his mother standing over him</i>	<i>Establishing context—setting, character, and central conflict</i>



My Children's Book Plan

Page 1			
Page 2			
Page 3			
Page 4			



My Children's Book Plan

Page 5			
Page 6			
Page 7			



My Children's Book Plan

My Takeaway from the Writer's Roundtable (do this during discussion tomorrow)



Exit Ticket: Planning for the Mid-Unit Assessment Part 1

Name:

Date:

How confident are you in your children's book plan? Why?

What are you still unclear about? How could talking it over with your peers help address your concerns?



Exit Ticket: Planning for the Mid-Unit Assessment Part 1

What five questions will you ask your group tomorrow? Here are some examples to get you started (you may use these example questions—they're useful!):

- I'm thinking of zooming in on these moments. Do they seem critical to the story?
- What pages should have an illustration?
- Is my thematic statement appropriate to the story?

1.

2.

3.

4.

5.



Sentence Practice Homework

Name:

Date:

Directions: Use this practice sheet to help you prepare for the Mid-Unit 3 Assessment Part 2.

Reading Complex Sentences

1. When we got halfway to St. Michael's, while the constables in charge were looking ahead, Henry inquired of me what he should do with his pass.

Underline the main clause of the sentence.

2. We were spreading manure; and all at once, while thus engaged, I was overwhelmed with an indescribable feeling, in the fullness of which I turned to Sandy, who was nearby, and said, "We are betrayed!"

Underline the main clause of the sentence

Which noun does the phrase "who was nearby" modify?

3. During the scuffle, I managed—I know not how—to get my pass out and, without being discovered, put it into the fire.

Underline the main clause of the sentence.

The phrase "without being discovered" modifies which phrase: "out into the fire" or "I know not how"?



Sentence Practice Homework

Writing Complex Sentences

1. Combine these three phrases into a grammatically correct sentence:

Frederick Douglass was a runaway slave
who wrote an autobiography
Frederick Douglass was a passionate abolitionist

2. Combine these phrases into a grammatically correct sentence:

Mrs. Auld surprised Frederick by looking at him kindly
who had never owned slaves before



Sentence Practice Homework

3. Combine these three sentences into a grammatically correct sentence:

A slave who tried to run away faced many dangers

Some of the dangers a slave faced were crossing treacherous terrain, being chased by
bloodthirsty dogs

and starving to death

Many slaves didn't dare to run away



Sentence Practice Homework

Correct the following sentences. (Note: There is more than one correct answer.)

1. Frederick saw slaves being beaten, this changed his life and made him wonder how human beings could treat each other this way.

2. When he escaped to the North, Frederick was amazed at the people and the kindness they offered, who were so hard working.

3. Frederick was dizzy and hot but he knew if he didn't get up.



Sentence Practice Homework

4. Because many slaves were terrified of being caught.

5. When a slave sings, it is not because he is happy and carefree. But because he has no other way to express his deep sadness.



EXPEDITIONARY
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Grade 7: Module 3A: Unit 3: Lesson 4

Mid-Unit Assessment Part 1: Writer's Roundtable



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

I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)

I can build on others' ideas during discussions. (SL.7.1)

With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)

Supporting Learning Targets

- I can effectively engage in discussion with my peers.
- I can give and receive useful feedback on My Children's Book Plan.

Ongoing Assessment

- Mid Unit 3 Assessment Part 1: Writer's Roundtable: Whole Class Discussion Tracker
- Mid-Unit 3 Assessment Part 1: Writer's Roundtable: Self-Assessment



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Entry Task (5 minutes)2. Work Time<ol style="list-style-type: none">A. Writer's Roundtable: Fishbowl (20 minutes)B. Writer's Roundtable: Whole Class (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Writer's Roundtable: Self-Assessment (5 minutes)4. Homework<ol style="list-style-type: none">A. Read your independent reading book. Finish the Sentence Practice homework from Lesson 3.	<ul style="list-style-type: none">• In this lesson, students are assessed on SL.7.1. Although the discussion tracker makes it possible for you to assess each student, it is strongly recommended that you get a colleague(s) to help you assess the students and/or facilitate discussion.• The Writer's Roundtable is an important step in the writing process. It helps students clarify and synthesize their thinking before they begin to write. If students have a chance to talk through their ideas first, they will likely have an easier time getting them onto the page.• To begin, use the My Children's Book Plan and the Exit Ticket: Planning for the Mid-Unit Assessment Part 1 (from Lesson 3) to choose five strong students to participate in a Fishbowl discussion. Be sure to ask the students before class if they are willing to be in a Fishbowl discussion to serve as models for the rest of the class. While they watch, the rest of the students fill out a peer observation sheet to help them notice the strengths and weaknesses of the discussion. After the Fishbowl discussion, take a few minutes to comment on what the Fishbowl group did well and where they could improve. Be sure to thank them for going first.• In Work Time B, the roles are reversed and the Fishbowl students become peer observers. Assign one Fishbowl student to each group. Although these students cannot formally assess their peers, having an extra pair of eyes on each group will help them stay on task.• Use the Discussion Tracker to formally assess students. In addition to these observations, use the students' self-assessments to gauge how well they met the learning target for today.• It is likely you will have some students who are struggling at this point. Look for students who cannot articulate a plan for their children's book or effectively discuss the episode on which they are basing their book. Use the My Children's Book Plan and the Exit Ticket: Planning for the Mid-Unit Assessment Part 1, along with your own observations on the mid-unit assessment, to identify students who most need your help. Consider conferencing with them outside class time.• In Lesson 5 you will give the second half of the mid-unit assessment. Remind students to prepare by doing the Sentence Practice homework from Lesson 3, if they have not already done so.• Also in Lesson 5, students will begin writing their storyboards. Decide ahead of time if you will make storyboard packets for them and whether students will be keeping them in class.• Post: Learning targets.



Lesson Vocabulary	Materials
No new vocabulary	<ul style="list-style-type: none">• My Children's Book Plan (completed in Lesson 3; returned this lesson with feedback)• Writer's Roundtable: Peer Observation (one per student)• Mid-Unit 3 Assessment Part 1: Writer's Roundtable: Self-Assessment (one per student)• Mid Unit 3 Assessment Part 1: Writer's Roundtable: Whole Class Discussion Tracker (for teacher use)

Opening	Meeting Students' Needs
<p>A. Entry Task (5 minutes)</p> <ul style="list-style-type: none">• Distribute the My Children's Book Plan (from Lesson 3) and the Writer's Roundtable: Peer Observation sheet. Ask students to take a minute to read over the criteria on which they will be graded today. Ask them to circle the five verbs they should keep in mind as they discuss today.• Ask for a volunteer to read today's learning targets. Remind students that today they will have a chance to give and receive valuable peer feedback. Talking through their ideas and getting suggestions will help make writing their stories easier and is something that real writers do a lot.	<ul style="list-style-type: none">• Discussing and clarifying the verbs in the criteria on which they will be graded helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Writer's Roundtable: Fishbowl (20 minutes)</p> <ul style="list-style-type: none"> • Arrange the five students you have selected for the Fishbowl (see Teaching Notes). Give each of them a Mid-Unit 3 Assessment Part 1: Writer's Roundtable: Self-Assessment. Tell the rest of the class to use the Writer's Roundtable: Peer Observation sheet to keep track of the kinds of comments the students in the Fishbowl are making. Tell students that you are going to be tracking everyone's contributions to discussion on a sheet that looks just like the one they have. Assure them that they needn't reach every type of criteria. Their goal should be three out of five. • Tell the students that they have some brave classmates who have agreed to go first. By watching them, the class will gain a clear idea about how to make their own discussion effective. Express your gratitude to these students. • Instruct the Fishbowl group to take turns presenting their ideas or posing their questions. Remind them to take notes on the suggestions they receive on the back of their My Children's Book Plan. They should also be tracking their own comments and participation on the Writer's Roundtable: Self-Assessment. • Invite the Fishbowl group to start. Assist as needed. • After 15 minutes or at a natural pause, applaud the efforts of the students in the Fishbowl. Thank them for being willing to serve as models. Take a few minutes to have the observing students "popcorn" out some of the good things they saw in the discussion. Notice and name some of the ways specific students met the criteria. Name some of the ways the Fishbowl group could improve for next time. 	<ul style="list-style-type: none"> • Providing models of expected work supports all students, especially challenged learners. • Asking students to periodically self-assess will help them stay on task.
<p>B. Writer's Roundtable: Whole Class (15 minutes)</p> <ul style="list-style-type: none"> • Explain that students will now switch roles, and those from the Fishbowl will observe. Arrange students into five groups and assign a Fishbowl student to each group. Make sure each Fishbowl student has a Writer's Roundtable: Peer Observation sheet and distribute a Writer's Roundtable: Self-Assessment sheet to every other student. • Clarify any questions and ask students to begin their discussion. • Circulate to formally assess the students on SL.7.1 using the Mid-Unit 3 Assessment Part 1: Writer's Roundtable: Whole Class Discussion Tracker. If you have a colleague to assist you, consider assisting a group of struggling students. 	<ul style="list-style-type: none"> • Sentence stems are useful to all students but can be particularly useful to ELL students. • Consider partnering ELL students who speak the same home language. This allows students to have more meaningful discussions and clarify points in their native language.



Closing and Assessment	Meeting Students' Needs
<p>A. Writer's Roundtable: Self-Assessment (5 minutes)</p> <ul style="list-style-type: none">• Give students specific positive feedback for ways in which they engaged in effective discussion. Name specific highlights that you observed.• Ask students to thank each other for a fruitful discussion, then direct them to the bottom of the self-assessment page. Ask them to write a small paragraph about their performance today.	<ul style="list-style-type: none">• Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read your independent reading book. Finish the Sentence Practice homework from Lesson 3.	



EXPEDITIONARY
LEARNING

Grade 7: Module 3A: Unit 3: Lesson 4

Supporting Materials



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Writer's Roundtable: Peer Observation

Name:

Date:

Student Name and Date:	Criteria: ____ Asks relevant, helpful questions that elicit elaboration ____ Makes thoughtful observation about another's work ____ Seeks out and respectfully acknowledges others' ideas ____ Seeks to clarify other perspectives, especially when they differ from one's own ____ Does not dominate conversation
Notes/Comments:	

Student Name and Date:	Criteria: ____ Asks relevant, helpful questions that elicit elaboration ____ Makes thoughtful observation about another's work ____ Seeks out and respectfully acknowledges others' ideas ____ Seeks to clarify other perspectives, especially when they differ from one's own ____ Does not dominate conversation
Notes/Comments:	

Student Name and Date:	Criteria: ____ Asks relevant, helpful questions that elicit elaboration ____ Makes thoughtful observation about another's work ____ Seeks out and respectfully acknowledges others' ideas ____ Seeks to clarify other perspectives, especially when they differ from one's own ____ Does not dominate conversation
Notes/Comments:	



Writer's Roundtable: Peer Observation

Student Name and Date: Notes/Comments:	Criteria: ___ Asks relevant, helpful questions that elicit elaboration ___ Makes thoughtful observation about another's work ___ Seeks out and respectfully acknowledges others' ideas ___ Seeks to clarify other perspectives, especially when they differ from one's own ___ Does not dominate conversation
---	---

Student Name and Date: Notes/Comments:	Criteria: ___ Asks relevant, helpful questions that elicit elaboration ___ Makes thoughtful observation about another's work ___ Seeks out and respectfully acknowledges others' ideas ___ Seeks to clarify other perspectives, especially when they differ from one's own ___ Does not dominate conversation
---	---

Student Name and Date: Notes/Comments:	Criteria: ___ Asks relevant, helpful questions that elicit elaboration ___ Makes thoughtful observation about another's work ___ Seeks out and respectfully acknowledges others' ideas ___ Seeks to clarify other perspectives, especially when they differ from one's own ___ Does not dominate conversation
---	---



Mid-Unit 3 Assessment Part 1: Writer's Roundtable: Self-Assessment

Name: _____

Date: _____

Directions: As you participate in the Writer's Roundtable today, please track the kinds of comments and questions you are asking. For each comment, put a checkmark next to each criteria you are addressing. A good way to gauge if you are dominating the conversation is if you have many checkmarks for each criteria. If you notice this happening, invite others into the conversation.

Speaking and Listening Criteria

Criteria	Sentence stems that may help me:
____ Asks relevant, helpful questions that elicit elaboration	Why did you think ...? Did you consider ...?
____ Seeks to clarify and understand other perspectives, especially when they differ from one's own	Could you explain your thinking about ...? I hear you saying.... Is that right? Do you agree that ...?
____ Makes helpful observation about another's work	I hear you saying ... I see you have ... A real strength of this part is ... This part needs a little work because ...
____ Seeks out and respectfully acknowledges others' ideas	I'd like to hear your thoughts on ... I'm glad you said ... I hadn't thought of ... I see it differently because ...
____ Does not dominate conversation	I'd like to hear your thoughts on ...



Based on the criteria above, write a short paragraph that evaluates your performance in the Writer's Roundtable. Consider these questions: What were your strengths? What was the best question you asked? Why? What were your struggles?



Mid-Unit 3 Assessment Part 1: Writer's Roundtable: Whole Class Discussion Tracker
(For Teacher Use)

Student Name and Date: Notes/Comments:	Criteria: ___ Asks relevant, helpful questions that elicit elaboration ___ Makes thoughtful observation about another's work ___ Seeks out and respectfully acknowledges others' ideas ___ Seeks to clarify other perspectives, especially when they differ from one's own ___ Does not dominate conversation
---	---

Student Name and Date: Notes/Comments:	Criteria: ___ Asks relevant, helpful questions that elicit elaboration ___ Makes thoughtful observation about another's work ___ Seeks out and respectfully acknowledges others' ideas ___ Seeks to clarify other perspectives, especially when they differ from one's own ___ Does not dominate conversation
---	---

Student Name and Date: Notes/Comments:	Criteria: ___ Asks relevant, helpful questions that elicit elaboration ___ Makes thoughtful observation about another's work ___ Seeks out and respectfully acknowledges others' ideas ___ Seeks to clarify other perspectives, especially when they differ from one's own ___ Does not dominate conversation
---	---



Mid-Unit 3 Assessment Part 1: Writer's Roundtable: Whole Class Discussion Tracker
(For Teacher Use)

Student Name and Date:	Criteria: ____ Asks relevant, helpful questions that elicit elaboration ____ Makes thoughtful observation about another's work ____ Seeks out and respectfully acknowledges others' ideas ____ Seeks to clarify other perspectives, especially when they differ from one's own ____ Does not dominate conversation
Notes/Comments:	

Student Name and Date:	Criteria: ____ Asks relevant, helpful questions that elicit elaboration ____ Makes thoughtful observation about another's work ____ Seeks out and respectfully acknowledges others' ideas ____ Seeks to clarify other perspectives, especially when they differ from one's own ____ Does not dominate conversation
Notes/Comments:	

Student Name and Date:	Criteria: ____ Asks relevant, helpful questions that elicit elaboration ____ Makes thoughtful observation about another's work ____ Seeks out and respectfully acknowledges others' ideas ____ Seeks to clarify other perspectives, especially when they differ from one's own ____ Does not dominate conversation
Notes/Comments:	



EXPEDITIONARY
LEARNING

Grade 7: Module 3A: Unit 3: Lesson 5

Mid-Unit Assessment Part 2: Beginning the Writer's Workshop



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

I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.7.3)
With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.4)
I can use correct grammar and usage when writing or speaking. (L.7.1a and b)

Supporting Learning Targets

- I can use the tools of a narrative writer efficiently and deliberately.
- I can recognize the importance of sensory details and using nouns and verbs instead of adjectives in narrative writing.
- I can use feedback from my peers to make my story more clear and thoughtful.
- I can recognize and correct common sentence errors.

Ongoing Assessment

- Mid-Unit 3 Assessment Part 2



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Entry Task: I Heart Revisions (10 minutes)2. Work Time<ol style="list-style-type: none">A. Mid-Unit Assessment Part 2 (10 minutes)B. Sharpening Your Tools, Part 1: Show-not-Tell and Sensory Details (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Beginning Your Storyboards (10 minutes)4. Homework<ol style="list-style-type: none">A. Read your independent reading book. You will need to have three completed storyboards for peer review by the second half of class tomorrow. If you think you'll need more than the 15 minutes you'll have tomorrow, do one storyboard tonight for homework.	<ul style="list-style-type: none">• In this lesson, students consider the feedback they received from the Writer's Roundtable in Lesson 4. They write down the revisions they will make on the I Heart Revisions worksheet. They will write on this worksheet several times as they track their feedback and revisions throughout this unit. They will turn this worksheet in with their final children's book. Consider the needs of your students and the established classroom routines as you decide whether they should keep this paper in the classroom or take it home.• This lesson also includes the assessment of L.7.1 and sentence structure. Although you will not be formally teaching these skills anymore, be sure to continue to use this language as you talk about grammatical errors in the first drafts of students' children's books. The performance task will also assess how well they write sentences.• In this lesson, students begin writing the first drafts of their children's books. Decide ahead of time if you want to give the students a packet of six or more storyboards and whether you want them to take storyboards home or keep them in a designated place in the classroom. Each student needs one storyboard worksheet for each page of his or her children's book. They will be working on them for the next four lessons.• Before they begin writing, you teach the first of three mini lessons on the narrative writer's tools. Today students learn about show-not-tell and sensory details. Feel free to augment or change the mini lesson depending on your class and your experience teaching creative writing.• This lesson does not use <i>Frederick Douglass: The Last Day of Slavery</i> directly, but Work Time B refers to this text. If you used the alternate text, the lesson structure stays the same, but you will need to use Unit 3, Lesson 5, Work Time B (alternate) and Sharpening Your Tools, Lesson 1: Show-not-Tell and Sensory Details (alternate) from the file of alternate materials that accompanies the book.• As you teach the narrative tools, emphasize that tools are not to be used randomly or for the sake of being verbose. This may set students up for failure as they struggle to write unnecessarily long and complicated stories. Instead, they should use the tools economically and to zoom in on a specific character's emotions, thoughts, or qualities, and/or on a crucial event.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• This lesson begins the workshop phase of the children's book project; over the next several lessons students will be expected to work quietly and independently. Consider how you will hold students accountable for their daily progress while still maintaining a positive classroom environment. Consider putting your initials where the students start and end for the day, keeping a public record of students' progress on the Ladder to Success anchor chart, having students write a log of what they accomplished for the day, or any other classroom management strategy.• Be sensitive to the diverse needs of student writers. Consider how you can maintain a distraction-free workspace over the next several lessons (see Lesson 6 Teaching Notes).• In advance: Prepare storyboard packets.• Post: Learning targets.

Lesson Vocabulary	Materials
sensory details	<ul style="list-style-type: none">• Entry Task: I Heart Revisions (one per student)• Document camera• Sentence Practice Homework Answer Key (one to display)• Mid-Unit 3 Assessment Part 2 (one per student)• Mid-Unit 3 Assessment Part 2 (answers, for teacher reference)• Narrative Writer's Toolbox anchor chart (from Lesson 1; one for display)• Sharpening Your Tools, Part 1: Show-not-Tell and Sensory Details (one for display)• My Children's Book Plan (from Lesson 3; one per student)• Children's Book Storyboards (three or more per student; see Teaching Notes)• Ladder to Success anchor chart (from Lesson 3; one per student and/or one to display)



Opening	Meeting Students' Needs
<p>A. Entry Task: I Heart Revisions (10 minutes)</p> <ul style="list-style-type: none">• Distribute the Entry Task: I Heart Revisions. Ask for a volunteer to read the directions aloud. Direct students to consider the feedback they received yesterday, then fill in the first box on this sheet silently and individually. After a few minutes, ask for a volunteer who believes he or she received some good feedback from his or her group to talk through planned revisions. Explain that students will have a chance to start writing today and you're confident that reflecting on the feedback will make it easier for them to begin.• Tell students they will have several rounds of feedback and they should track their revisions on this sheet of paper. It will be due with their final draft of the children's book.• Note: Depending on the needs and routines of your class, you may have the students keep this in their folder or you can collect them and set up a location where all students keep their working documents in the classroom.• Direct students' attention to the document camera. Post the Sentence Practice Homework Answer Key. Ask students to self-correct their homework. Ask if there are any clarifying questions.	<ul style="list-style-type: none">• Encouraging students to reflect on the feedback they receive will help them plan for their revisions.• Allowing students to self-assess and ask questions as they deem necessary encourages them to take ownership of their learning process.
Work Time	Meeting Students' Needs
<p>A. Mid-Unit Assessment Part 2 (10 minutes)</p> <ul style="list-style-type: none">• Distribute the Mid-Unit 3 Assessment Part 2 and instruct the students to complete it individually.• If they finish early, they may read their independent reading books or catch up on work related to their children's book.	<ul style="list-style-type: none">• If students receive accommodations for assessment, communicate with the cooperating service providers regarding the instructional practices used in this module well as the goals of the assessment.



Work Time (continued)	Meeting Students' Needs
<p>B. Sharpening Your Tools, Part 1: Show-not-Tell and Sensory Details (15 minutes)</p> <ul style="list-style-type: none"> • Tell students that before they begin writing today you'd like to talk more about the narrative writer's tools. Direct their attention to the Narrative Writer's Toolbox anchor chart (from Lesson 1). Today you'd like to help them sharpen the tools of <i>sensory details</i> and show-not-tell. • Remind students that these tools are not to be used randomly. Instead, they are to help a writer zoom in on a character's emotions, qualities, or thoughts, and/or on an event that is crucial to the story. • Direct students' attention to the document camera. Post the Sharpening Your Tools, Part 1: Show-not-Tell and Sensory Details worksheet. <ul style="list-style-type: none"> * Ask for a volunteer to define sensory details and then ask: "What are the sensory details that help establish setting?" • Listen for: "freezing woods," or "fields burned white by the moon." Point out that sensory details are often most powerful when they are used sparingly. One or two vivid, precise details are better than many that overwhelm the reader and disrupt the pacing of the story. Ask: <ul style="list-style-type: none"> * "Notice that we're not just talking about setting but a character interacting with the setting. What character is the author zooming in on here? Why is that character important?" • Listen for students to say: "Frederick's mother because she inspires him in the end to keep searching for freedom," or "The first injustice about being a slave that he noticed was the forced absence of his mother, and this inspired him to look around at his unfair living conditions." Ask: <ul style="list-style-type: none"> * "Mr. Miller, the author, could have told us that Frederick's mother was kind. Instead he <i>showed</i> she was kind (an adjective) by using nouns and verbs. What verb shows she is kind? What nouns?" • Listen for: "She walked all night just to hold him" and "warm eyes and a mouth that broke into a loving smile." • Direct students to the table at the end of the worksheet. Fill out the chart for each character. Probe with questions such as: "What verbs could show this trait?" "What could the character do to show this trait?" "What action would Frederick take if he was scared?" "What objects could this character be holding to show this trait?" "If Covey is mean, could he be holding a whip?" and "What about a character's body or face could reflect this trait?" Accept all reasonable responses. • Remind students that these tools are useful to zoom in on a character's traits and will help them make engaging and interesting stories. Tools should be used deliberately and thoughtfully and students should be careful not to overdo it. Express your confidence in their ability to do so. 	<ul style="list-style-type: none"> • Many students will benefit from seeing questions posted on the board or via a document camera, but reveal questions one at a time to keep students focused on the question at hand.



Closing and Assessment	Meeting Students' Needs
<p>A. Beginning Your Storyboards (10 minutes)</p> <ul style="list-style-type: none">• Instruct the students to get out their My Children's Book Plan (from Lesson 3) or hand them back if you collected them yesterday. Distribute three copies (or more, see Teaching Notes) of the Children's Book Storyboards to each student. Orient them to the storyboard worksheet and instruct them to do one storyboard for each of their pages.• Point out where they are on the Ladder to Success anchor chart and check some rungs off the list. Tell students they are making good progress toward their end goal. They have done a lot of good thinking and now it's time to write.• Remind them that they have already done some initial thinking about what should be on each page with the My Children's Book Plan. Point out that they are expected to do at least two drafts of their text and they will have time in class to work on their stories. Remind them the story must be 300–600 words long. Encourage them to use their class time wisely and get started now on their first page.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read your independent reading book. You will need to have three completed storyboards for peer review by the second half of class tomorrow. If you think you'll need more than the 15 minutes you'll have tomorrow, do one storyboard tonight for homework.	



EXPEDITIONARY
LEARNING

Grade 7: Module 3A: Unit 3: Lesson 5

Supporting Materials



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Entry Task: I Heart Revisions

Name: _____

Date: _____

Directions: A vital part of the writing process is feedback and revision. You will have several opportunities to revise your children's book. This chart will help you track your feedback and subsequent plans for revision. It will also help you demonstrate how well you have reached the following learning target:

With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed.

Revision Point 1: Writer's Roundtable

Comments:		My Reaction:
Strengths:	Suggestions for revision:	<p>I agree/disagree with this suggestion because ...</p> <p>Based on these comments, I will ... because ...</p>



Entry Task: I Heart Revisions

Revision Point 2: Partner Read

Comments:		My Reaction:
Strengths:	Suggestions for revision:	<p>I agree/disagree with this suggestion because ...</p> <p>Based on these comments, I will ... because ...</p>

Revision Point 3: Myself

Date

Comments:		My Reaction:
Strengths:	Suggestions for revision:	<p>I agree/disagree with this suggestion because ...</p> <p>Based on these comments, I will ... because ...</p>



Entry Task: I Heart Revisions

Revision Point 4: Teacher Feedback

Comments:		My Reaction:
Strengths:	Suggestions for revision:	<p>I agree/disagree with this suggestion because ...</p> <p>Based on these comments, I will ... because ...</p>



Sentence Practice Homework Answer Key
(For Teacher Reference)

Directions: Use this practice sheet to help you prepare for the Mid-Unit 3 Assessment Part 2.

Reading Complex Sentences

1. When we got halfway to St. Michael's, while the constables in charge were looking ahead, Henry inquired of me what he should do with his pass.

Underline the main clause of the sentence.

2. We were spreading manure; and all at once, while thus engaged, I was overwhelmed with an indescribable feeling, in the fullness of which I turned to Sandy, who was nearby, and said, "We are betrayed!"

Underline the main clause of the sentence

Which noun does the phrase "who was nearby" modify? **Sandy**

3. During the scuffle, I managed—I know not how—to get my pass out and, without being discovered, put it into the fire.

Underline the main clause of the sentence.

The phrase "without being discovered" modifies which phrase: "**out into the fire**" or "I know not how"?

Writing Complex Sentences (Note: there is more than one correct answer.)

1. Combine these three phrases into a grammatically correct sentence.

Frederick Douglass was a runaway slave

who wrote an autobiography

Frederick Douglass was a passionate abolitionist

Possible response: **Frederick Douglass, who was a runaway slave, was a passionate abolitionist who wrote an autobiography.**



Sentence Practice Homework Answer Key
(For Teacher Reference)

2. Combine these two phrases into a grammatically correct sentence.

Mrs. Auld surprised Frederick by looking at him kindly
who had never owned slaves before

Possible response: **Mrs. Auld, who had never owned slave before, surprised Frederick by looking at him kindly.**

3. Combine these three sentences into a grammatically correct sentence.

A slave who tried to run away faced many dangers.
Some of the dangers a slave faced were crossing treacherous terrain, being chased by
bloodthirsty dogs, and starving to death.
Many slaves didn't dare to run away.

Possible response: **Because a slave who tried to run away faced many dangers, like crossing treacherous terrain, being chased by bloodthirsty dogs, and starving to death, many slaves didn't dare to run away.**

Correct the following sentences. (Note: There is more than one correct answer.)

1. Frederick saw slaves being beaten, this changed his life and made him wonder how human beings could treat each other this way.

Possible response: **Frederick saw slaves being beaten, which changed his life and made him wonder how human beings could treat each other this way**

2. When he escaped to the North, Frederick was amazed at the people and the kindness they offered, who were so hard working.

Possible response: **When he escaped to the North, Frederick was amazed at the people who were so hard working and the kindness they offered.**

3. Frederick was dizzy and hot but he knew if he didn't get up.

Possible response: **Frederick was dizzy and hot but he knew if he didn't get up there would be trouble.**



Sentence Practice Homework Answer Key
(For Teacher Reference)

4. Because many slaves were terrified of being caught.

Possible response: **Because many slaves were terrified of being caught, they didn't dare to run away.**

5. When a slave sings, it is not because he is happy and carefree. But because he has no other way to express his deep sadness.

Possible response: **When a slave sings, it is not because he is happy and carefree but because he has no other way to express his deep sadness.**



Mid-Unit 3 Assessment Part 2
Sentence Structure Quiz

Name:

Date:

Part I. Reading Complex Sentences

Directions: Read the following sentences and answer the questions that follow.

1. Colonel Lloyd kept a large and finely cultivated garden, which afforded almost constant employment for four men, besides the chief gardener, Mr. M'Durmond.
 - a. Underline the main clause of the sentence.
 - b. What does the phrase that begins "which afforded almost constant employment for four men" modify?

2. Its excellent fruit was quite a temptation to the hungry swarms of boys, as well as to older slaves, few of whom had the virtue or the vice to resist it.
 - a. Underline the main clause of the sentence.
 - b. What two nouns does the phrase that begins "few of whom" modify?

Part II: Writing Complex Sentences

1. Combine the two sentences below into one sentence. You may change words but not meaning.
I have had two masters.
My first master was called Captain Anthony.



Mid-Unit 3 Assessment Part 2
Sentence Structure Quiz

2. Combine the ideas below into one sentence. You may rearrange the order of the phrases and change words but not meaning.

One morning in September
Anthony was in ninth grade
He slept late
He missed the bus

Part III: Correcting Sentences

Directions: Make the sentences below into correctly written complete sentences. You may add or change words and punctuation.

1. The slaves on the plantation are hardworking. And get little sleep.

2. The slaveholders and their families often have everything taken care of for them by their slaves, they enjoy an easier lifestyle.



Mid-Unit 3 Assessment Part 2

Sentence Structure Quiz

3. Slaves are treated poorly, they are always blamed for things that are not really their fault, they suffer from lack of food and clothing.

4. One slave Frederick Douglass.

5. Frederick Douglass's mother died when he was seven, who lived on a different plantation.



Mid Unit 3 Assessment Part 2
Sentence Structure Quiz
(Answers, for Teacher Reference)

Part I. Reading Complex Sentences

Directions: Read the following sentences and answer the questions that follow.

1. Colonel Lloyd kept a large and finely cultivated garden, which afforded almost constant employment for four men, besides the chief gardener, Mr. M'Durmond.
 - a. Underline the main clause of the sentence.
 - b. What does the phrase that begins "which afforded almost constant employment for four men" modify? **the garden**
2. Its excellent fruit was quite a temptation to the hungry swarms of boys, as well as to older slaves, few of whom had the virtue or the vice to resist it.
 - a. Underline the main clause of the sentence.
 - a. What two nouns does the phrase that begins "few of whom" modify? **boys** and **older slaves**

Part II: Writing Complex Sentences

3. Combine the two sentences below into one sentence. You may change words but not meaning.

I have had two masters.

My first master was called Captain Anthony.

Possible response: **I have had two masters and the first was called Captain Anthony.**

3. Combine the ideas below into one sentence. You may rearrange the order of the phrases and change words but not meaning.

One morning in September

Anthony was in ninth grade

He slept late

He missed the bus

Possible response: **One morning in September, Anthony, who was in ninth grade, slept late and missed the bus.**



Mid Unit 3 Assessment Part 2
Sentence Structure Quiz
(Answers, for Teacher Reference)

Part III: Correcting Sentences

Directions: Make the sentences below into correctly written complete sentences. You may add or change words and punctuation.

1. The slaves on the plantation are hardworking. And get little sleep.

Possible response: **The slaves on the plantation are hardworking and get little sleep.**

2. The slaveholders and their families often have everything taken care of for them by their slaves, they enjoy an easier lifestyle.

Possible response: **The slaveholders and their families enjoy an easier lifestyle and often have everything taken care of for them by their slaves.**

3. Slaves are treated poorly, they are always blamed for things that are not really their fault, they suffer from lack of food and clothing.

Possible response: **Slaves are treated poorly, are always blamed for things that are not really their fault, and suffer from lack of food and clothing.**

4. One slave Frederick Douglass.

Possible response: **One slave, named Frederick Douglass, dared to tell his story.**

5. Frederick Douglass's mother died when he was seven, who lived on a different plantation.

Possible response: **Frederick Douglass's mother, who lived on a different plantation, died when he was seven.**



Sharpening Your Tools, Part 1: Show-not-Tell and Sensory Details

From *Frederick Douglass: The Last Day of Slavery*:

Frederick Douglass was born a slave.

He never knew his father and saw his mother only a few times. She walked all night through freezing woods, across fields burned white by the moon.

She walked all night just to hold him.

Frederick remembered her face for the rest of his life: dark skin and warm eyes, a mouth that broke into a loving smile.

1. What sensory details establish setting?

2. What character does the author zoom in on? Why is that character important?

3. Mr. Miller, the author, could have told us that Frederick's mother was kind. Instead he *showed* she was kind (an adjective) by using nouns and verbs. What verb shows she is kind? What nouns?



Sharpening Your Tools, Part 1: Show-not-Tell and Sensory Details

Tell (uses bland adjectives)	Show (use nouns and verbs and vivid adjectives)
Mrs. Auld was a kind person.	
Frederick was scared.	
Covey was mean.	



Children's Book Story Board

Name:

Date:

First draft of text

Second draft of text



Children's Book Story Board

Directions: Plan what each page of your story will look like. The illustration can be a rough sketch. The text should be carefully planned, revised, and finalized before you turn it in for the end of unit assessment.

Page Number:

Teacher Feedback:

Illustration (if applicable)



EXPEDITIONARY
LEARNING

Grade 7: Module 3A: Unit 3: Lesson 6

Writing the Children's Book: Day One



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

I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.7.3)
With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)

Supporting Learning Targets

- I can use narrative tools deliberately and effectively.
- I can recognize the importance of strong verbs, precise description, and sensory imagery in narrative writing.
- I can give useful and specific peer feedback.

Ongoing Assessment

- Children's Book Storyboards



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Entry Task: Sharpening Your Tools, Part 2 (15 minutes) 2. Work Time <ol style="list-style-type: none"> A. Working on Storyboards (15 minutes) B. Peer Reviewing Storyboards (10 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Thinking through Revisions (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Finish the first draft of all of your pages. There will be an independent reading check-in tomorrow. Please bring your book. 	<ul style="list-style-type: none"> • Lessons 6–8 are writing workshops, and the students are expected to work quietly and independently. Consider how you will hold students accountable for their daily progress while still maintaining a positive classroom environment (see Lesson 5 Teaching Notes for some ideas). • Be sensitive to the diverse needs of student writers. Some students work better with soft classical music playing in the background. Others may benefit from being able to listen to headphones. Some students may need to move their seats away from others. Consider how you can best support this challenging intellectual process and limit distractions. • If you have little or no experience running a workshop in your classroom, discuss some strategies for success with a colleague. • Before students begin writing today, you teach the second of three mini lessons on the narrative writer's tools. Today they learn about strong verbs, sensory details, and precise details. Feel free to augment or change the mini lesson depending on your class and your experience teaching creative writing. • Students will evaluate each other's work at the end of this lesson. Remind students of the norms of peer evaluation and the importance of giving specific, constructive, respectful feedback. Students have had experience giving feedback in Module 1, Unit 3 and Module 2A , Unit 1 and should be familiar with the process. You may wish to familiarize yourself with the Praise-Questions-Suggest Protocol in Appendix A which is the basis for the peer critique activity in this lesson. • Because students will be using their My Children's Book Plan, their I Heart Revisions worksheet, and multiple storyboards, consider setting up a space in the classroom for students to keep their papers if you have not already done so. • This lesson does not use <i>Frederick Douglass: The Last Day of Slavery</i> directly, but the Entry Task refers to this text. If you used the alternate text, the lesson structure stays the same, but you will need to use Unit 3, Lesson 6, Opening (alternate) . You will also need Entry Task: Sharpening Your Tools , Part 2 (alternate) and Sharpening Your Tools: Side by Side Comparison (alternate), from the file of alternate materials that accompanies the book. • Post: Learning targets.



Lesson Vocabulary	Materials
sensory language, strong action verbs, precise language, deliberately	<ul style="list-style-type: none">• Entry Task: Sharpening Your Tools, Part 2 (one per student)• Equity sticks• Document camera• Sharpening Your Tools: Side-by-Side Comparison (one for display)• A Short List of Strong Verbs (one for display)• Children's Book Storyboards (from Lesson 5; six or more per student)• Peer Editing Checklist: First Draft (one per student)• I Heart Revisions worksheet (from Lesson 5)



Opening	Meeting Students' Needs
<p>A. Entry Task: Sharpening Your Tools, Part 2 (15 minutes)</p> <ul style="list-style-type: none">• Distribute the Entry Task: Sharpening Your Tools, Part 2. Instruct the students to work on it individually.• After a few minutes, ask students to show a thumbs-up if they think Version 1 is best. Using equity sticks, cold call students who have their thumbs up to explain their reasoning. Then, ask students to show a thumbs-up if they think Version 2 is best. Cold call students who have their thumbs up to explain why. Affirm comments indicating that Version 1 is much more descriptive, and has more interesting sentence structure and more powerful word choice. In other words, it has <i>sensory language</i>, <i>strong action verbs</i>, and <i>precise language</i>. It is from <i>The Last Day of Slavery</i>. Point out that both versions narrate the same event but Version 1 uses narrative tools.• Direct students' attention to the document camera. Post the Sharpening Your Tools: Side-by-Side Comparison, but keep the third column covered. Direct students to annotate their texts as they take a closer look at each of these paragraphs.• Ask students to look at the first sentences of both versions. You are displaying a table that makes the comparison more clear. Circle the words that are different in first sentence of Version 2. Then explain why using the phrase "tobacco barn" is more precise than saying "barn" and why "working in" is more descriptive than "in."• Repeat for each row on the comparison chart. Ask students to name the differences; identify if they are precise descriptions, strong verbs, or sensory language; and explain why the words or phrases are more clear or more powerful. Listen for answers such as: "It helps you picture the action," "it makes you feel like you are there," or "it puts you in Frederick's shoes and helps you understand his perspective."• To close this activity, be sure to remind students that the author is using these narrative techniques to zoom in on this moment because it is crucial to the conflict of the story. After Covey beats him so cruelly and unfairly, Frederick is motivated to stand up for himself.• Ask for a volunteer to read today's learning targets. Ask for another volunteer to define <i>deliberately</i>. Invite students to look for places where they can incorporate strong verbs, sensory details, and precise language deliberately and with purpose as they write today.	<ul style="list-style-type: none">• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Working on Storyboards (15 minutes)</p> <ul style="list-style-type: none">• Post A Short List of Strong Verbs and encourage the students to use strong verbs in their writing today.• Instruct students to get out their Children's Book Storyboards (from Lesson 5) and to start writing. Tell them that in 15 minutes they will share their strongest pages with a peer. Students should complete a first draft of all of their pages by tomorrow.• Circulate to help as needed. Distribute more copies of storyboard pages as needed.	
<p>B. Peer Reviewing Storyboards (10 minutes)</p> <ul style="list-style-type: none">• Arrange students in pairs. Distribute the Peer Editing Checklist: First Draft and ask for a volunteer to read it aloud. Ask for another volunteer to rephrase the directions in his or her own words. Remind students that not all pages will have all parts of the checklist.• Instruct students to choose their strongest page for peer review. Ask them to exchange pages and begin editing. If they finish early, they may edit a second page.	<ul style="list-style-type: none">• Peer critiques simulate the experiences students will have in the workplace and help build a culture of achievement in your classroom.
Closing and Assessment	Meeting Students' Needs
<p>A. Thinking through Revisions (5 minutes)</p> <ul style="list-style-type: none">• Instruct students to fill out the second box on the I Heart Revisions worksheet (from Lesson 5). Encourage them to reflect on how this will help them as they work on revising their first drafts.	<ul style="list-style-type: none">• Developing self-assessment and reflection supports all learners.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish the first draft of all of your pages. There will be an independent reading check-in tomorrow. Please bring your book.	



EXPEDITIONARY
LEARNING

Grade 7: Module 3A: Unit 3: Lesson 6

Supporting Materials



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Entry Task: Sharpening Your Tools, Part 2

Name:

Date:

Directions: Read the following paragraphs. They both narrate the same event from *The Last Day of Slavery*.

Version 1

One day, Frederick was working in the tobacco barn. It was a hot day, and he soon grew tired. Dizzy and sick, he stumbled into the light, fell down beneath an oak tree. The breaker told Frederick to get up and finish his work. Frederick tried to explain, but Covey wouldn't listen. Frederick felt the blow of the hickory stick against his head. The breaker hit him again and again, until he crawled into the barn.

Version 2

One day, Frederick was in the barn. He got really sick. Covey got mad and yelled at him. Frederick couldn't get up so Covey hit him a lot. Frederick got away.

1. Which version do you think is more clear and vivid, and better helps the reader understand what is happening? Why?

2. Which narrative tools do you see the author using in these paragraphs?



Sharpening Your Tools: Side-by-Side Comparison

Version 1	Version 2	
One day, Frederick was working in the tobacco barn.	One day, Frederick was in the barn.	Precise description: tobacco Strong action verb: working
It was a hot day, and he soon grew tired. Dizzy and sick, he stumbled into the light, fell down beneath an oak tree.	He got really sick.	Sensory word: hot Precise description: dizzy, oak tree Strong verb: stumbled
The breaker told Frederick to get up and finish his work.	Covey got mad and yelled at him.	Precise description: breaker Strong verb: get up and finish
Frederick tried to explain, but Covey wouldn't listen. Frederick felt the blow of the hickory stick against his head.	Frederick couldn't get up so Covey hit him a lot.	Strong verb: wouldn't listen Strong verb: felt the blow Precise description: hickory stick
The breaker hit him again and again, until he crawled into the barn.	Frederick got away.	Strong verb: crawled



A Short List of Strong Verbs

General verbs	Vivid verbs
work	toil, labor, struggle, strain
like	admire, adore, appreciate, cherish, be fond of, worship
dislike	abhor, abominate, avoid, condemn, deplore, despise, detest, disapprove, hate, loathe, resent, scorn, shun
hit	beat, knock, box, bump, slap, whack, bang
run	dart, dash, jog, lope, scamper, scurry, sprint
said	whispered, sputtered, squeaked, stammered, demanded, begged, interrupted, insisted, murmured, uttered, mumbled, cried, roared, proposed
walk	amble, hike, march, plod, saunter, stroll, stride, trek, trudge
want	wish, crave, long for, yearn, hunger



Peer Editing Checklist: First Draft

Author's Name: _____

Editor's Name: _____

Directions: Read your partner's page carefully. Then fill out the checklist below. Not every page will have all the items on the list. Write your specific feedback in the space below.

Page #: _____

- _____ Uses powerful language that is precise, relevant, and descriptive
- _____ The text "shows" the action rather than "tells" by using:
 - _____ sensory description _____ strong verbs _____ precise, vivid word choice _____ dialogue
- _____ Language is appropriate for audience
- _____ Uses a variety of sentence types
- _____ Follows narrative arc
- _____ Page 1 or 2: establishes context (setting, characters, and conflict)
- _____ Pages 2–5: uses transitional words to explain the logical sequence of events
- _____ Last page: provides a thought-provoking and relevant reflection on a universal truth

Praise:	Questions:	Suggestions:



Peer Editing Checklist: First Draft

Page #: _____

- _____ Uses powerful language that is precise, relevant, and descriptive
- _____ The text “shows” the action rather than “tells” by using:
 - _____ sensory description _____ strong verbs _____ precise, vivid word choice _____ dialogue
- _____ Language is appropriate for audience
- _____ Uses a variety of sentence types
- _____ Follows narrative arc
- _____ Page 1 or 2: establishes context (setting, characters, and conflict)
- _____ Pages 2–5: uses transitional words to explain the logical sequence of events
- _____ Last page: provides a thought-provoking and relevant reflection on a universal truth

Praise:	Questions:	Suggestions:



EXPEDITIONARY
LEARNING

Grade 7: Module 3A: Unit 3: Lesson 7

Writing the Children's Book: Day Two



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

I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.7.3)

Supporting Learning Targets

- I can use narrative tools deliberately and effectively.
- I can recognize the way dialogue can help a reader “show-not-tell” the story.

Ongoing Assessment

- Independent reading check-in



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Independent Reading Check-in (10 minutes)2. Work Time<ol style="list-style-type: none">A. Sharpening Your Tools, Part 3: Dialogue and Figurative Language (10 minutes)B. Working on Storyboards (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Turn and Talk (5 minutes)4. Homework<ol style="list-style-type: none">A. Work on your storyboards. You should have a first draft of all your pages done by now. You will have 25 minutes in the next lesson to work on second drafts. The second draft for all of your pages will be due in Lesson 9. You also have an independent reading assessment in Lesson 9.	<ul style="list-style-type: none">• This is the second day of the writer's workshop. See the Teaching Notes from Lessons 5 and 6 for suggestions on running a successful workshop in your classroom.• This lesson includes a mini lesson on writing dialogue. Be sure to stress the importance of keeping dialogue short and focused only on pivotal moments. Otherwise, some students may struggle to stay within the word limit of this project.• If you are using <i>Turning the Page: Frederick Douglass Learns to Read</i> instead of <i>The Last Day of Slavery</i>, neither the lesson nor the supporting materials changes. However, please note that the handout with dialogue in Work Time A recounts Douglass' interactions with Mr. and Mrs. Auld. You may wish to clarify for students that though this covers some of the events in <i>Turning the Page</i>, none of the three versions provided on this handout is directly from that text.• Be sensitive to the fact that the students have two major projects ending at the same time—their independent reading and their storyboards. Consider how you can create some flexibility in your classroom, perhaps by letting students read in class and write at home.• In this lesson, students will be doing one of their routine independent reading check-ins. Use whichever structure you have established with your class to do this. For ideas, see the stand-alone document on EngageNY.org: Launching Independent Reading in Grades 6–8: Sample Plan. The routine you have established or will establish should support students in checking to see if they met their previous goal and setting a new goal, allow students to talk about their books with a peer, and give you a chance to confer with some students about their reading. By bringing their independent reading into class, this routine both motivates students and holds them accountable.• In Lesson 9, students will be writing a book review for their independent reading book. Decide in which form students will publish their book review, and create a model in that form. The stand-alone document referenced above has a student guide for writing a book review that you may find useful.• In advance: Decide which independent reading check-in you will use.• Post: Learning targets.



Lesson Vocabulary	Materials
dialogue	<ul style="list-style-type: none">• Independent Reading Check-in (optional; one per student)• Document camera• Sharpening Your Tools, Part 3 (one copy for display)• Equity sticks• Children's Book Storyboards (from Lesson 5; at least six per student)

Opening	Meeting Students' Needs
<p>A. Independent Reading Check-in (10 minutes)</p> <ul style="list-style-type: none">• Use this time for an independent reading check-in, using whichever routine you have established with your class or the Independent Reading Check-in sheet provided with this lesson. For ideas, see the stand-alone document on EngageNY.org: Launching Independent Reading in Grades 6–8: Sample Plan. Remember that in this time:<ul style="list-style-type: none">– Students need time to talk with a peer about their book.– You need a chance to confer with students about their reading (you will confer with a few students each time, working your way through the class over several weeks).– Students need to check in to determine if they met their last goal and then set a new goal.	



Work Time	Meeting Students' Needs
<p>A. Sharpening Your Tools Part 3 (10 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the document camera. Post Sharpening Your Tools Part 3: Dialogue and Figurative Language and ask students to follow along silently as you read Version 1 and Version 2 aloud (keep Version 3 covered). Ask students to raise their hands if they think Version 1 gives the reader a clearer picture. Using equity sticks, cold call on a few students to explain their reasoning. Repeat with Version 2. Guide students to understand that Version 1 is more engaging because it shows the action happening through dialogue instead of telling. It also uses figurative language.<ul style="list-style-type: none">* Ask: "Which version gives you a better understanding of the character of Mrs. Auld? Why?" Possible response: "Version 1 because it shows her emotion and lets us hear her 'voice.'"* Ask: "Other than <i>dialogue</i>, what other narrative tools do you see?" Possible response: "The author uses a simile—it says 'like a light switching turning off.'"* Ask: "Why is this an important moment to zoom in on?" Listen for: "This was the moment Mrs. Auld changed."• Invite students to follow along silently while you read Version 3 aloud.<ul style="list-style-type: none">* Ask: "What makes this dialogue less effective than the dialogue in Version 1?" Listen for students to understand that this dialogue is long and redundant. It focuses unnecessarily on Mr. Auld even though he is not central to the action. It also uses figurative language in a way that is distracting.• Tell students that dialogue is one more way they can show a story and pull a reader in instead of just telling a story and summarizing the action. They don't have to use dialogue if they don't want to, but if they want to try to include some in one or two key scenes it may make their stories more engaging and clear.	<ul style="list-style-type: none">• Providing both a model that meets expectations and a model that fails to meet expectations gives students a more precise vision of success.



Work Time (continued)	Meeting Students' Needs
<p>B. Working on Storyboards (20 minutes)</p> <ul style="list-style-type: none">• Invite students to get out their Children's Book Storyboards and read over what they have written so far on their first draft. Tell them to "star" a place where dialogue may be a useful tool.• Remind students that they should have completed the first half of their storyboards and be nearly finished with the second half. If they want to start writing the second draft of the page that was peer edited, they should. The second draft of all these pages will be due by Lesson 9. They will have one more day to work on them in class. Encourage students to use their time wisely.• Circulate to help as needed.	
Closing and Assessment	Meeting Students' Needs
<p>A. Turn and Talk (5 minutes)</p> <ul style="list-style-type: none">• Ask students to turn and talk:<ul style="list-style-type: none">* "What are you finding difficult about writing this children's book? What could you do to be more successful?"	<ul style="list-style-type: none">• Self-reflection helps all learners.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Work on your storyboards. You should have a first draft of all your pages done by now. You will have 25 minutes in the next lesson to work on the second drafts. The second draft for all of your pages will be due in Lesson 9. You also have an independent reading assessment in Lesson 9.	



EXPEDITIONARY
LEARNING

Grade 7: Module 3A: Unit 3: Lesson 7

Supporting Materials



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Independent Reading Check-in

Name:

Date:

Directions: Complete this task individually. Look back through the pages you've recently read and pick a short passage (three or four sentences) where you can see the narrative tools at work. Copy the passage into the left-hand column. Then write a blander, less engaging version of the text that has no narrative tools in the right-hand column.

Original passage	Less vivid version

1. Explain why you picked this passage. What narrative technique do you see?

2. Why did the author zoom in here? Explain the overall significance of this character or event.



Sharpening Your Tools, Part 3: Dialogue and Figurative Language

Version 1

“What are you doing?!” demanded Mr. Auld as he walked in on Mrs. Auld teaching Frederick his ABC’s.

“I’m teaching little Freddy here his ABC’s. Did you know this poor young man doesn’t even know his ABC’s? Imagine such a thing!”

“No, YOU imagine! Wife, do you know what would happen if you teach this slave to read? Why ... he’ll get ideas! Dangerous ideas! He would be unfit to be a slave. He’ll be unhappy with his God-given role. Do you want that? Wife, you have forgotten that this is not a young man, this is a slave! Now stop this at once!”

Mrs. Auld’s eyes filled with tears. “I was just trying to help!” she cried as she fled from the room.

That changed everything. It was if a light had been switched off in Mrs. Auld’s heart. She grew suspicious of Frederick and instead of looking for ways to be kind to him, she tried to catch him being disobedient. If she saw him looking at a newspaper she would snatch it away, slap his hand, and begin shrieking about the ingratitude of slaves. Frederick missed his kind mistress.

Version 2

However, the experience of owning a slave soon corrupted her. On day her husband came home and saw her trying to teach Frederick his letters. Her husband forbade her from teaching Frederick to read, saying that it spoiled a slave to learn to read. She then turned into a “demon” and began to watch his every move. When she caught him holding a newspaper she would snatch it away and yell at him.



Sharpening Your Tools, Lesson 3: Dialogue and Figurative Language

Version 3

“What are you doing?!” demanded Mr. Auld as he walked in on Mrs. Auld teaching Frederick his ABC’s.

“What do you mean?” Mrs. Auld asked innocently.

“I mean, what are you doing right now?” Mr. Auld insisted. Frederick looked around nervously like a cat stuck in a tree.

“I’m teaching little Freddy here his ABC’s. Did you know this poor young man doesn’t even know his ABC’s? Imagine such a thing!”

“You’re teaching him what?” Mr. Auld was so angry he could barely speak. It was as if his tongue was tied.

“His ABC’s.”

“His ABC’s! Why ... why ...” Mr. Auld sputtered out like an old car engine.

“I mean to have no learning, imagine!” Mrs. Auld continued, oblivious to her husband’s feelings.

“No, YOU imagine! Wife, do you know what would happen if you teach this slave to read? Why ... he’ll get ideas! Dangerous ideas! He would be unfit to be a slave. He’ll be unhappy with his God-given role. Do you want that? Wife, you have forgotten that this is not a young man, this is a slave! Now stop this at once!”

“What? What do you mean?”

“You know what I mean! Are you an idiot? You can’t teach a slave to read. I can’t say it any clearer!”

Mrs. Auld’s eyes filled with tears like a waterfall. “I was just trying to help!” she cried as she fled from the room.



EXPEDITIONARY
LEARNING

Grade 7: Module 3A: Unit 3: Lesson 8

Writing the Children's Book: Day Three



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

I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.7.3)

I can use correct capitalization, punctuation and spelling to send a clear message to my reader. (L.7.2)

Supporting Learning Targets

- I can use resources to correct my spelling.
- I can assess my writing based on a rubric.

Ongoing Assessment

- Children's Book Storyboards



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Entry Task: Looking at the Rubric (10 minutes)2. Work Time<ol style="list-style-type: none">A. Working on the Second Draft (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Thinking about Illustrations (10 minutes)4. Homework<ol style="list-style-type: none">A. Finish your independent reading book and bring it to class tomorrow. You will use it on the independent reading final assessment. You will also turn in all of your storyboards tomorrow. You should have a second draft completed for each of the pages of your children's book. If you do not, finish them tonight.	<ul style="list-style-type: none">• This is the final writer's workshop for students.• To begin, students look closely at the rubric. Then they assess themselves and make a plan for revision. They will track this thinking on their revision worksheet. They will hand in the revision sheet and the rubric with all their storyboards at the end of Lesson 9, as their end of unit assessment..• Because the pace at which students write varies so greatly, you may consider doing the mini lesson on illustrations before the writing time. This way, students who are ready to move on to planning their illustrations may do so. Alternatively, if most of your class needs more time to complete the second draft, consider adding another work day.• To help students progress toward L.7.2, focus your feedback on spelling, punctuation, or capitalization as you circulate during this lesson. Alternatively, work with a small group of students who struggle in this area.• Please consult with the art teacher in your school as you consider the type of illustrations you want the students to create (see Unit 3 Overview). You needn't limit the students to pencil drawings and may wish to consider watercolor, collage, photography, or digital imaging. If you don't feel comfortable discussing these options with students, invite the art teacher in to do a mini lesson on the options. You could also ask a few of your students who are strong artists to serve as consultants to the rest of the class. There will be more time in Lesson 10 to work on illustrations. Consider how you might best use the expertise of your students and colleagues.• In the next lesson, students will be writing their independent reading book review. Decide in which form students will publish their book review, and create a model in that form. The stand-alone document on EngageNY.org: Launching Independent Reading in Grades 6–8: Sample Plan has a student guide for writing a book review that you may find useful. Alternatively, you may decide that since students are already writing a children's book, an oral book review may be more appropriate. (See Unit 3 Overview for additional ideas).



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• This lesson uses a picture book called <i>Frederick Douglass: The Last Day of Slavery</i>. This book serves as the mentor text for the performance task. This children's book is integral to several lessons in this module. If your school does not have this book, it is widely available in public and school libraries. However, by January 15, alternate materials that use a free alternative children's book will be available on EngageNY.org and at commoncoresuccess.elschools.org. These alternate materials will accommodate any schools/districts that are not able to secure a copy of <i>Frederick Douglass: The Last Day of Slavery</i>.• If you use the alternate text, the lesson structure stays the same, but you will need to use Unit 3, Lesson 8, Closing and Assessment (alternate) from the file of alternate materials that accompanies the book. In advance: Decide what illustrative techniques you will present to the students.• Post: Learning targets and questions for the entry task.

Lesson Vocabulary	Materials
thoughtful, engaging, deliberately, meaningful, inconsistent, limited, appropriate, suited	<ul style="list-style-type: none">• Entry Task: Looking at the Rubric (one per student and one to display)• Equity sticks• I Heart Revisions worksheet (from Lesson 5)• Ladder to Success anchor chart (from Lesson 3; one for display)• Children's Book Storyboards (from Lesson 5; six or more per student)• <i>Frederick Douglass: The Last Day of Slavery</i> (book; one for display; see Teaching Notes)



Opening	Meeting Students' Needs
<p>A. Entry Task: Looking at the Rubric (10 minutes)</p> <ul style="list-style-type: none">• Distribute the Entry Task: Looking at the Rubric. Instruct students to complete it individually. After a few minutes, ask them to turn and talk about the words they underlined in each box.• Using the equity sticks, cold call on a few students to share out what they underlined. Discuss the terms on the rubric as they are mentioned. Be sure to discuss these terms: <i>thoughtful, engaging, deliberately, meaningful, inconsistent, limited, appropriate, and suited</i>.• Instruct students to take out the I Heart Revisions worksheet. Direct them to the third box. They will ask themselves these questions and answer them on the worksheet:<ul style="list-style-type: none">* "Based on this rubric, what strengths do I see?"* "After looking at this rubric, what do I still need to work on?"• Tell students that today they will have time to work on the second draft of their storyboards. Point out the Ladder to Success anchor chart. Tell students that they have planned their stories, talked through their stories, written a first draft of each of their pages, had a peer review of at least one page, and done some self-reflection. Congratulate them on completing these steps toward a successful project. Now they will have a chance to work on their second drafts, which will be due tomorrow at the end of class.	
Work Time	Meeting Students' Needs
<p>A. Working on the Second Draft (25 minutes)</p> <ul style="list-style-type: none">• Direct students to get out their Children's Book Storyboards and work individually on their writing. Circulate to help as needed.• To help students progress toward L.7.2, use this time as an opportunity to give specific and focused feedback on spelling and to help students use their resources to correct spelling errors. You could circle misspelled words on student drafts, teach a mini lesson on using a dictionary, or generate a class list of common spelling errors. If students are writing their stories on computers, consider giving a mini lesson on how to run the spell checker.	<ul style="list-style-type: none">• Consider working with a small group of struggling writers so you can give them more focused support.



Closing and Assessment	Meeting Students' Needs
<p>A. Thinking about Illustrations (10 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to <i>Frederick Douglass: The Last Day of Slavery</i>. Display the picture on page 22 of Frederick getting whipped. Point out that the text opens with Frederick getting "called to the whipping post" and the look of "anger in Covey's eye." Yet, that's not what is pictured. Instead, it's a picture of Frederick getting whipped. Just as authors zoom in on a moment with narrative tools, illustrators zoom in even more precisely with what they choose to draw in their pictures.* Ask: "What moment is this picture zooming in on? Why?" Possible responses: "The moment that the whip is hitting Frederick because it's more dramatic," "This shows how cruel the beating was," "This shows why Frederick must start defending himself," or "This shows how scary and powerful the whip was."* Ask: "What is powerful about this image?" Possible responses: "The whip in the foreground is unexpected and powerful," and "Because Frederick has his arm up, we can't see his face and this creates some mystery."• Remind students that they will draw at least four pictures for their stories. Point out where they will sketch their initial thinking about the illustrations on the storyboard worksheet.• Discuss the options students have for illustrating their books (see Teaching Notes). Tell them they will have some time to sketch out their basic idea on the storyboards tomorrow, if they haven't already done so.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish your independent reading book and bring it to class tomorrow. You will use it on the independent reading final assessment. Also, you will turn in all of your storyboards tomorrow. You should have a second draft completed for each of the pages of your children's book. If you do not, finish them tonight.	



EXPEDITIONARY
LEARNING

Grade 7: Module 3A: Unit 3: Lesson 8

Supporting Materials



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Entry Task: Looking at the Rubric

Name:

Date:

Directions: Complete this task individually. Read through the each column. Underline the two most important words in each box.

Children's Book Based on Frederick Douglass Rubric (7M3A Performance Task)

	3	2	1
Content	<p>The author demonstrates an understanding of the characters and events in <i>Narrative of the Life of Frederick Douglass</i>.</p> <p>The story is appropriate for children.</p>	<p>The author demonstrates a limited understanding of the characters and events in the <i>Narrative</i>.</p> <p>The story is somewhat appropriate for children.</p>	<p>The author demonstrates little understanding of the characters and events in the <i>Narrative</i>.</p> <p>The story does not seem particularly suited to any specific audience.</p>



Entry Task: Looking at the Rubric

Children's Book Based on Frederick Douglass Rubric (7M.3A Performance Task)

	3	2	1
Narrative techniques	<p>The author uses narrative tools (such as strong verbs, show-not-tell details, precise word choice, dialogue, etc.) thoughtfully and deliberately to make an engaging story where the meaning is clear to the reader.</p> <p>The story follows the narrative arc, including establishing setting, following a logical sequence of events, and providing a conclusion.</p> <p>The story concludes with thoughtful and engaging thematic statement.</p>	<p>The author uses the narrative tools somewhat appropriately but inconsistently.</p> <p>The story follows the narrative arc.</p> <p>The story concludes with a thematic statement.</p>	<p>The author uses very few narrative tools or uses them indiscriminately, without a clear connection to the story.</p> <p>The story does not include all the steps on the narrative arc.</p> <p>The story concludes with a confusing thematic statement or the thematic statement is missing.</p>



Entry Task: Looking at the Rubric

Children's Book Based on Frederick Douglass Rubric (7M.3A Performance Task)

	3	2	1
Conventions	The story follows the written conventions appropriate for seventh grade with special attention to sentence structure, spelling, and comma use.	The story follows the written conventions appropriate for seventh grade inconsistently especially in these areas: sentence structure, spelling, and comma use.	The story does not follow the written conventions appropriate for seventh grade especially in these areas: sentence structure, spelling, and comma use.
Revisions	The author used feedback from others and the writing process to make meaningful revisions.	The author used feedback from others and the writing process to make limited revisions.	The author did not use feedback from others or the writing process to make meaningful revisions.



EXPEDITIONARY
LEARNING

Grade 7: Module 3A: Unit 3: Lesson 9

End of Unit Assessment and Independent Reading Review



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

I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.7.3)

I can read grade-level literary texts proficiently and independently. (RL.7.10)

I can use correct grammar and usage when writing or speaking. (L.1)

I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.2)

I can express ideas with precision. (L.3)

Supporting Learning Targets

- I can recognize coordinating adjectives.
- I can illustrate my children's book in an effective and interesting way.

Ongoing Assessment

- End of Unit 3 Assessment: Second draft of Storyboards for the Children's Book
- End of Unit 3 Assessment: Self Assessment of My Draft Storyboard
- Independent reading assessment



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Entry Task: Using Commas with Adjectives (5 minutes)2. Work Time<ol style="list-style-type: none">A. Writing a Book Review (25 minutes)B. Illustrating Your Book (12 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Handing in Storyboards for End of Unit Assessment (3 minute)4. Homework<ol style="list-style-type: none">A. Work on illustrating your children's book. You will write the final draft of the text in the next lesson, but you may work on your art at home.	<ul style="list-style-type: none">• In this lesson, students write book reviews for their independent reading books. See two separate stand-alone documents on EngageNY.org: The Importance of Increasing the Volume of Reading, and Launching Independent Reading in Grades 6–8: Sample Plan. Together these documents provide the rationale and practical guidance for a robust independent reading program• In this lesson, students also work on their children's book illustrations. Consult with the art teacher in your school as you decide how best to guide students to be successful with this portion of the children's book (see Unit 3 Overview and Lesson 8 Teaching Notes). Although some students may be ready to work on their final illustrations, many will not. Note that the bulk of illustrating their children's book will be done outside of class. You may consider giving the introductory lesson of the next module or launching the next independent reading project to give the students more time to work on their illustrations at home.• In lieu of giving the whole class work time, consider asking one of your more artistic students to do a short mini lesson on illustrating techniques or to share a model illustration during Work Time B. If you do so, be sure you still hand out the cardstock or alternate material so the students can work on their illustrations at home. Remind them the final text will also go on cardstock but they will be writing that final text after you have given them feedback.• Today, as their End of Unit 3 Assessment, students turn in a packet of work that includes their second draft of their Storyboard, plus related materials: their first draft, the rubric, a self-assessment, and their I Heart Revisions worksheet. Together these function as their End of Unit 3 Assessment. (See student direction on the End of Unit 3 Assessment: Self Assessment of My Storyboard, in supporting materials). You may want to have this packet include the Peer Editing Checklist: First Draft and the My Children's Book Plan as well. This way you can see students' progress through the different stages of this project.• Between Lesson 9 and Lesson 10, assess students' second draft storyboards based on the rubric (from Lesson 8). Consider this a formative assessment. Your feedback will help the students as they write the final draft of the text onto the actual children's book pages in Lesson 10. This is the first time you will give formal feedback on the students' children's books. Use this as an opportunity to identify students who may benefit from doing another round of revisions before they turn their book in to be assessed in the performance task. Consider extending the deadline for those students.



Agenda (continued)	Teaching Notes (continued)
	<ul style="list-style-type: none"> • In Lesson 10, students will react to your feedback and write the final drafts of their stories. If this timeline is insufficient, consider launching the students' next independent reading project before you teach Lesson 10 to give yourself more time to give feedback. • In this lesson, students briefly learn about coordinating adjectives. • In advance: Decide in which form students will publish their book review and create a model in that form. The stand-alone document has a student guide for writing a book review that you may find useful. Consider giving an oral book review (see Unit 3 Overview for more suggestions). • In advance: Obtain cardstock for the students to begin illustrating their final pages. • Post: Learning targets.

Lesson Vocabulary	Materials
coordinating adjectives	<ul style="list-style-type: none"> • Entry Task: Using Commas with Adjectives (one per student) • Document camera • Entry Task: Using Commas with Adjectives Answer Key (one to display) • Model book review (one per student; new; teacher created in the form students will use) • Reader's Review worksheet (optional; from separate stand-alone document on EngageNY.org: Launching Independent Reading in Grades 6–8: Sample Plan) • Children's Book Storyboards (from Lesson 5) • Cardstock, or alternate material for constructing the final draft of the children's book pages (six or more pieces per student) • Ladder to Success anchor chart (from Lesson 3) • End of Unit 3 Assessment: Self-Assessment of My Draft Storyboard • Entry Task: Looking at the Rubric (from Lesson 8) • I Heart Revisions worksheet (from Lesson 5) • My Children's Book Plan (optional; from Lesson 3) • Peer Editing Checklist: First Draft (optional; from Lesson 6)



Opening	Meeting Students' Needs
<p>A. Entry Task: Using Commas with Adjectives (5 minutes)</p> <ul style="list-style-type: none">• Distribute the Entry Task: Using Commas with Adjectives. Explain that this is a quick writing rule you'd like students to remember because it will come up in their writing. Instruct them to work on it individually.• After a few minutes, direct students' attention to the document camera and post the Entry Task: Using Commas with Adjectives Answer Key and ask students to assess how well they did.• Discuss the rule of <i>coordinating adjectives</i>. Explain that when two of the same type of adjective are together (like "sweet" and "frosty"—both describing how something tastes), they need to be separated by a comma. But when two different types of adjectives are together (like "thick" and "cotton"—"thick" is describing how something feels, while "cotton" is describing the material it's made out of), they are not separated by a comma. An easy way to test whether adjectives are the same "type" is to reverse their order or insert the word "and." If the sentence still sounds right, they are probably coordinating adjectives.	



Work Time	Meeting Students' Needs
<p>A. Writing a Book Review (25 minutes)</p> <ul style="list-style-type: none">• Congratulate students on their work with independent reading. If possible, share data about how many books students have read or how many of them met their reading goals.• Tell students that they are experts in recommending their books to classmates: They know the books and they know their classmates. Today you will begin a process that will eventually build a big collection of book recommendations, so that students can figure out what books they want to read by asking the experts: other teenagers who have read those books.• Distribute and display the model book review in the form you have chosen for students to use to publish their book reviews. Read it aloud as students follow along silently. Ask:<ul style="list-style-type: none">* “What do you notice about this?”* “What did the author say about the book? What didn’t she say?”• Tell students that now they will write a review of their independent reading book. Consider which scaffolds will help your students be successful, and use some or all of the following:<ul style="list-style-type: none">– Turn and talk: Give a 1-minute oral review of your book.– Reader’s Review worksheet (from the separate EngageNY.org document)– Another graphic organizer– A rubric you plan to use to assess the reviews• Give students the remainder of the time to work individually. Confer with them as needed. Depending on your class and the format of the book review, some students may need to complete their reviews for homework.	<ul style="list-style-type: none">• Providing models of expected work supports all students, especially challenged learners.



Work Time (continued)	Meeting Students' Needs
<p>B. Illustrating Your Book (12 minutes)</p> <ul style="list-style-type: none">• After collecting the book reviews, instruct students to get out the packet of Children's Book Storyboards. They should have completed the second draft of each of their pages. If they did not, they should work on that at this time.• Briefly review the options they have for illustrating their pages. See Unit 3 Overview for some ideas. Consider using one of your more artistic students to give a mini lesson on an illustrating technique or collaborating with the visual art teacher at your school.• If students have completed the second draft, they should begin illustrating their pages.• Distribute cardstock or some other durable paper on which the students can draw their final illustrations. They will add the text to those illustrations in Lesson 10.• Circulate to assist as needed.	
Closing and Assessment	Meeting Students' Needs
<p>A. Handing in Storyboards for End of Unit Assessment (3 minute)</p> <ul style="list-style-type: none">• Point out where students are on the Ladder to Success anchor chart. Distribute the End of Unit 3 Assessment: Self-Assessment of My Draft Storyboard. Instruct students to answer the questions and then turn in a packet which includes the self-assessment, Entry Task: Looking at the Rubric (from Lesson 8), the I Heart Revisions worksheets (from Lesson 5), and the Children's Book Storyboards. You may also wish to collect My Children's Book Plan (from Lesson 3) and the Peer Editing Checklist: First Draft (from Lesson 6).• Celebrate their success.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Work on illustrating your children's book. You will write the final draft of the text in the next lesson, but you may work on your art at home.	



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Grade 7: Module 3A: Unit 3: Lesson 9

Supporting Materials



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Entry Task: Using Commas with Adjectives

Name:

Date:

Directions: Punctuate these sentences correctly.

1. The sweet frosty milkshake was delicious.
2. The noise of the freeway was loud relentless and depressing.
3. I knew the electricity was out because the school hall was dark cold and deserted
4. The shiny electric car was driving down the winding curvy road.
5. I pulled on a thick cotton sweater and went outside into the crisp fall day.
6. The cheerful store clerk described the sales to me in a voice that was enthusiastic melodic and frankly a little creepy.



Entry Task: Using Commas with Adjectives Answer Key

Directions: Use this answer key to check your work.

1. The sweet, frosty milkshake was delicious.
2. The noise of the freeway was loud, relentless, and depressing.
3. I knew the electricity was out because the school hall was dark, cold, and deserted.
4. The shiny electric car was driving down the winding, curvy road.
5. I pulled on a thick cotton sweater and went outside into the crisp fall day.
6. The cheerful store clerk described the sales to me in a voice that was enthusiastic, melodic and, frankly, a little creepy.



End Of Unit 3 Assessment: Self-Assessment of My Draft Storyboard

Directions: Today you are turning in your second draft of your Storyboard as your End of Unit 3 Assessment. Please answer the questions below about your second draft of your Storyboard.

One thing I think I did well in the second draft of my story was....

One lingering question/ or concern I have that I would like my teacher's help on is...

Now create a packet that includes the following:

- ___ Self-Assessment (this piece of paper)
- ___ Entry Task: Looking at the Rubric (handout from Lesson 8)
- ___ I Heart Revisions (last added to in Lesson 8)
- ___ Children's Book Storyboards—with first and second draft of text and a sketched out illustration idea on each page.

	3	2	1	Teacher Feedback
Content				
Narrative Techniques				
Conventions				
Revisions				

Overall comment:



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Grade 7: Module 1: Unit 3A: Lesson 10

The Performance Task: The Children's Book—Final Draft



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

I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.7.3)
With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)
I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)

Supporting Learning Targets

- I can revise and polish my children's book into a final, publishable version.
- I can write an author's note to explain how I addressed audience and purpose.

Ongoing Assessment

- Performance task: children's book—final draft
- Author's note

Agenda

1. Opening
 - A. Entry Task: My Final Revisions (10 minutes)
2. Work Time
 - A. Writing the Final Version of the Children's Book (25 minutes)
3. Closing and Assessment
 - A. Writing the Author's Note (10 minutes)
4. Homework
 - A. Finish your children's book. The final, illustrated draft will be due _____.

Teaching Notes

- This is the final lesson in this unit. Depending on how much work the students accomplish during class time, they may hand in their final children's books at the end of the class. Alternatively, you can give them additional time at home to finish.
- This lesson opens with the students reacting to teacher feedback. Be sure you have the students' storyboards ready to return (see Lesson 9 Teaching Notes).
- In advance: Obtain cardstock for the students to use for the final draft of their pages.
- Post: Learning targets and Writing the Author's Note questions on the board. Giving students a chance to talk about their ideas before they write will yield more thoughtful writing.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none">• Document camera• Entry Task: My Final Revisions (one to display)• Children's Book Storyboards (collected in Lesson 9; returned with feedback in this lesson)• I Heart Revisions worksheet (collected in Lesson 9, returned in this lesson)• Ladder to Success anchor chart (one to display; from Lesson 3)

Opening	Meeting Students' Needs
<p>A. Entry Task: My Final Revisions (10 minutes)</p> <ul style="list-style-type: none">• Direct student's attention to the document camera. Post the Entry Task: My Final Revisions. Hand back the packet of Children's Book Storyboards and the I Heart Revisions worksheet (collected in Lesson 9). Instruct students to follow the steps on the entry task. They should explain what revisions they will make in the last box on the revision worksheet before they write their final draft.• After a few minutes, ask students to raise their hands if they have a plan for revision. Wait for most hands to go up and then ask a few students to share out their plans for revisions.	

Work Time	Meeting Students' Needs
<p>A. Writing the Final Version of the Children's Book (25 minutes)</p> <ul style="list-style-type: none">• Celebrate the strong work that students have done on their storyboards. Notice and name some of the strong narrative techniques you observed in specific students' writing. Tell them you are looking forward to seeing their final products.• Point out where the students are on the Ladder to Success anchor chart and tell them that today they will have time to write a final version of their text and put that together with their illustrations. Urge them to use this time wisely.• Circulate and help as needed. Consider using this time to conference with students who are struggling to be successful on this project.	<ul style="list-style-type: none">• Giving specific, focused praise gives students a clear vision of success.



Closing and Assessment	Meeting Students' Needs
<p>A. Writing the Author's Note (10 minutes)</p> <ul style="list-style-type: none">• Ask for a volunteer to read today's learning targets. Tell students they will now reflect on how they addressed audience and purpose.• Direct students to these posted questions:<ul style="list-style-type: none">* "As an author, how did the audience affect your writing? What did you do differently since you knew you were writing a children's book as opposed to a narrative for your peers?"* "What was the purpose of your children's book? What did you want your audience to understand or realize? How did this affect your writing?"• Read the first question aloud and give students a moment to think about it. Then invite students to turn and talk about the first question.• Repeat for the second question.• After students have had a chance to talk through their ideas, ask them to write a short paragraph about how they addressed audience and purpose.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish your children's book. The final, illustrated draft will be due _____.	



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Grade 7: Module 3A: Unit 3: Lesson 10

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Entry Task: My Final Revisions

1. Read through your storyboards from start to finish and look at the teacher feedback.
2. Stop and think about what you would like to revise for the final draft of your children's story.
3. Write a short paragraph describing the feedback you received and your plan for revision on the I Heart Revisions worksheet.