



EXPEDITIONARY
LEARNING

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

Supporting Materials



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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.