



# **Grade 7: Module 3A: Unit 2: Lesson 16**

## **End of Unit 2 Assessment: Writing the Analysis Essay, Part 2**



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

- I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)
- I can analyze how the author distinguishes his/her position from others'. (RI.7.6)
- I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2)
- I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)
- I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)

**Supporting Learning Targets**

- I can write an organized essay that explains the position of Frederick Douglass with relevant and well-chosen examples.
- In my essay, I can analyze how Frederick Douglass distinguished his positions from those of his audience.
- In my essay, I can use evidence effectively.

**Ongoing Assessment**

- End of Unit 2 Assessment
- Independent reading check-in



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Entry Task (1 minute)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. End of Unit 2 Assessment: Writing the Essay (30 minutes)</li> <li>B. Independent Reading Check-in (14 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. None</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Read your independent reading book.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• In this lesson, students finish their End of Unit 2 Assessments. If they finish early, encourage students to reread their essays and correct any errors they find. They should especially apply their work with sentence structure to this essay.</li> <li>• This essay will not be revised in class, but consider how students can use your feedback. You may consider taking an extra day in Unit 3 to read and discuss particularly strong models of student work and then ask students to revise a portion of their essays. You may identify common errors and have students correct them in groups of three. You may focus your feedback on one section of the essay and then ask students to rewrite an alternative version of that section with a partner.</li> <li>• In this lesson, students participate in an independent reading check-in. Use whichever routine you have established with your class for these check-ins. For ideas, see the stand-alone document on EngageNY.org: Launching Independent Reading in Grades 6–8: Sample Plan. The routine you have or will establish should: support students in checking to see if they met their previous goal and setting a new one, allow students to talk about their books with a peer, and give you a chance to confer with some students about their reading. This routine both motivates students and holds them accountable.</li> <li>• Students will begin Unit 3 in the next lesson. Be sure to obtain a copy of <i>The Last Day of Slavery</i> and other children’s books (see Unit 3 Overview).</li> </ul>

Lesson Vocabulary	Materials
	<ul style="list-style-type: none"> <li>• Frederick Douglass Essay Planner (from Lesson 14; one per student)</li> <li>• End of Unit 2 Assessment, Part 1 (from Lesson 15; students’ drafts)</li> <li>• Quote Sandwich (from Lesson 14; one per student)</li> <li>• End of Unit 2 Assessment: Analyzing Douglass’s Purpose in <i>Narrative of the Life of Frederick Douglass</i> (from Lesson 15; one to display)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task (1 minute)</b></p> <ul style="list-style-type: none"> <li>Return students' <b>Frederick Douglass Essay Planner</b> and <b>End of Unit 2 Assessment, Part 1</b> (students' drafts from Lesson 15).</li> <li>Ask students to take out their <b>Quote Sandwich</b>. Encourage them to use these as they finish their essays today.</li> </ul>	

Work Time	Meeting Students' Needs
<p><b>A. End of Unit 2 Assessment: Writing the Essay (30 minutes)</b></p> <ul style="list-style-type: none"> <li>Display the <b>End of Unit 2 Assessment: Analyzing Douglass's Purpose in Narrative of the Life of Frederick Douglass</b> (from Lesson 15). Tell students they have 30 minutes to finish their essays. If they finish early, they should reread their essay and make necessary corrections.</li> <li>Consider giving students additional time during Work Time B and/or after school if needed.</li> </ul>	
<p><b>B. Independent Reading Check-in (14 minutes)</b></p> <ul style="list-style-type: none"> <li>Use this time for an independent reading check-in, using whichever routine you have established with your class. For ideas, see the stand-alone document on EngageNY.org: <i>Launching Independent Reading in Grades 6–8: Sample Plan</i>. Remember that in this time:             <ul style="list-style-type: none"> <li>Students need time to talk with a peer about their book.</li> <li>You need a chance to confer with students about their reading (you will confer with a few each time, working your way through the class over several weeks).</li> <li>Students need to check in and see if they met their last goal, and then set a new goal.</li> </ul> </li> <li>Consider using this time for a "book chat" or other oral assignment since students have been writing for the bulk of the lesson.</li> </ul>	



Closing and Assessment	Meeting Students' Needs
None	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read your independent reading book.</li></ul>	

There are no new supporting materials for this lesson.