



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
<p>1. Opening</p> <p>A. Entry Task: Looking at the Rubric (10 minutes)</p> <p>2. Work Time</p> <p>A. Working on the Second Draft (25 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Thinking about Illustrations (10 minutes)</p> <p>4. Homework</p> <p>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.</p>	<ul style="list-style-type: none"><li>• This is the final writer's workshop for students.</li><li>• 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..</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• 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).</li></ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"> <li>• 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>.</li> <li>• 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.</li> <li>• Post: Learning targets and questions for the entry task.</li> </ul>

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



Opening	Meeting Students’ Needs
<p><b>A. Entry Task: Looking at the Rubric (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>Entry Task: Looking at the Rubric</b>. Instruct students to complete it individually. After a few minutes, ask them to turn and talk about the words they underlined in each box.</li> <li>• Using the <b>equity sticks</b>, 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>.</li> <li>• Instruct students to take out the <b>I Heart Revisions worksheet</b>. Direct them to the third box. They will ask themselves these questions and answer them on the worksheet:           <ul style="list-style-type: none"> <li>* “Based on this rubric, what strengths do I see?”</li> <li>* “After looking at this rubric, what do I still need to work on?”</li> </ul> </li> <li>• Tell students that today they will have time to work on the second draft of their storyboards. Point out the <b>Ladder to Success anchor chart</b>. 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.</li> </ul>	

Work Time	Meeting Students’ Needs
<p><b>A. Working on the Second Draft (25 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students to get out their <b>Children’s Book Storyboards</b> and work individually on their writing. Circulate to help as needed.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider working with a small group of struggling writers so you can give them more focused support.</li> </ul>



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Thinking about Illustrations (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• 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.           <ul style="list-style-type: none"> <li>* 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.”</li> <li>* 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.”</li> </ul> </li> <li>• 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.</li> <li>• 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.</li> </ul>	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	



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## 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
<b>Narrative techniques</b>	<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)**

	<b>3</b>	<b>2</b>	<b>1</b>
<b>Conventions</b>	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.
<b>Revisions</b>	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.