



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"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Entry Task: I Heart Revisions (10 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Mid-Unit Assessment Part 2 (10 minutes)</li> <li>B. Sharpening Your Tools, Part 1: Show-not-Tell and Sensory Details (15 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Beginning Your Storyboards (10 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>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.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> <li>• In advance: Prepare storyboard packets.</li> <li>• Post: Learning targets.</li> </ul>

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



Opening	Meeting Students' Needs
<p><b>A. Entry Task: I Heart Revisions (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Entry Task: I Heart Revisions</b>. 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.</li><li>• 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.</li><li>• 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.</li><li>• Direct students' attention to the <b>document camera</b>. Post the <b>Sentence Practice Homework Answer Key</b>. Ask students to self-correct their homework. Ask if there are any clarifying questions.</li></ul>	<ul style="list-style-type: none"><li>• Encouraging students to reflect on the feedback they receive will help them plan for their revisions.</li><li>• Allowing students to self-assess and ask questions as they deem necessary encourages them to take ownership of their learning process.</li></ul>

Work Time	Meeting Students' Needs
<p><b>A. Mid-Unit Assessment Part 2 (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Mid-Unit 3 Assessment Part 2</b> and instruct the students to complete it individually.</li><li>• If they finish early, they may read their independent reading books or catch up on work related to their children's book.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Sharpening Your Tools, Part 1: Show-not-Tell and Sensory Details (15 minutes)</b></p> <ul style="list-style-type: none"><li>• 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 <b>Narrative Writer's Toolbox anchor chart</b> (from Lesson 1). Today you'd like to help them sharpen the tools of <i>sensory details</i> and show-not-tell.</li><li>• 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.</li><li>• Direct students' attention to the document camera. Post the <b>Sharpening Your Tools, Part 1: Show-not-Tell and Sensory Details</b> worksheet.<ul style="list-style-type: none"><li>* Ask for a volunteer to define sensory details and then ask: "What are the sensory details that help establish setting?"</li></ul></li><li>• 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"><li>* "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?"</li></ul></li><li>• 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"><li>* "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?"</li></ul></li><li>• Listen for: "She walked all night just to hold him" and "warm eyes and a mouth that broke into a loving smile."</li><li>• 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.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Beginning Your Storyboards (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Instruct the students to get out their <b>My Children's Book Plan</b> (from Lesson 3) or hand them back if you collected them yesterday. Distribute three copies (or more, see Teaching Notes) of the <b>Children's Book Storyboards</b> to each student. Orient them to the storyboard worksheet and instruct them to do one storyboard for each of their pages.</li> <li>• Point out where they are on the <b>Ladder to Success anchor chart</b> 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.</li> <li>• 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.</li> </ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	



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

## Supporting Materials



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Entry Task: I Heart Revisions

**Revision Point 4: Teacher Feedback**

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



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

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**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.

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

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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.

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4. One slave Frederick Douglass.

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

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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?

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

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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?

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

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



Children's Book Story Board

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**Name:**

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**Date:**

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**First draft of text**

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**Second draft of text**

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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)

A large, empty rectangular box with a thin black border, intended for students to draw an illustration for their story page.