

Seventh Grade	Quarter 3: EL Curriculum Map	Module 3
Introduction		
<p>In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, <i>Destination 2025</i>.</p> <p>By 2025,</p> <ul style="list-style-type: none"> ● 80% of our students will graduate from high school college or career ready ● 90% of students will graduate on time ● 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity. <p>In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on page 4).</p> <p>The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the TN State Standards, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represent our vision for excellent ELA instruction, including the instructional shifts</p>		
How to Use the Curriculum Maps		
<p>The curriculum map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making bring instructional materials to life in the classroom. The curriculum map should be viewed as a <i>guide</i>, not a <i>script</i>, and teachers should work to become experts in teaching and adapting the curriculum to meet the needs of their students.</p> <p>This curriculum is composed of four modules. Each module consists of three units, and each unit consists of a set of lesson plans. Each module provides eight weeks of instruction constituting three units. The unit includes a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts. The modules sequence and scaffold content aligned to CCSS for ELA & Literacy. Module 1 at each grade level establishes the foundation of instructional routines used throughout the year. Individual modules culminate in an end-of-module performance task, similar to those that students will encounter on high-stakes assessments. This assessment provides information to educators on whether students in their classrooms are achieving the standards.</p> <p>Each module is designed to be adapted to a group’s specific instructional needs. Lessons are not scripts, but are intended to illustrate how instruction might be sequenced. Lessons are adaptable and allow for teacher preference and flexibility both to meet students’ needs and to meet the requirements of the shifts and the standards. The expectation is that teachers complete all the lessons of the week within that week, but pacing may vary depending on the needs of the students. Therefore, “flex” time has been added to allow teachers to extend critical learning opportunities and to accommodate various scheduling needs.</p>		

Structure of a Module

Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:

- Six unit-level assessments that are almost always on-demand: students' independent work on a reading, writing, speaking, or listening task
- One final performance task that is a more supported project, often involving research.

Modules include: **daily lesson plans, guiding questions, recommended texts, scaffolding strategies, and other classroom resources**. Instructional resources address the needs of all learners. Ancillary resources, including graphic organizers and collaborative protocols and formative assessment practices, apply to all modules.

The Module Overview provides a road map of the entire module, and includes the module's guiding questions and big ideas, a description of the final performance task, key features of the central texts, the standards addressed and assessed in the module, and long-term "I can" statements that translate the standards into student-centered targets. The Week-at-a-Glance Calendar adds detail to the description provided in the Module Overview, including the instructional focus and a brief description of assessments. A detailed description in the Module Assessments section, including the performance task, further clarifies the trajectory of instruction and the specific skills in context that students will understand by the end of the module.

The [MS English Companion Guide](#) emphasizes that literacy instruction should *integrate* the elements of literacy instruction, so that reading, writing, speaking, listening, and language instruction work together for students to make meaning of texts and express their understanding.

Guidance for EL Units

One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. In order for our students to meet the literacy demands of the Standards, our students should be reading and discussing text daily. Teachers are encouraged to build structures and utilize embedded protocols into instruction that support student-driven explorations of text and discussions of content. Writing should be an extension of discussion so that students may record thinking or explain thinking. This may be done formally or informally, on graphic organizers or in journals, as a quick response or an extended response. The more authentic the writing experience, the more students will build knowledge while processing the text and discussion.

Working with High Quality Texts (60 minutes daily EL lessons)- including listening to, reading, speaking, and writing about texts within the curriculum. The primary goal is to deliver EL lessons that provides strong and engaging instruction and learning experiences in each lesson, throughout each unit and module, and across all grade levels. Students develop expertise in the standards as they practice them with a variety of topics and tasks. The routines and protocols are consistent throughout the lessons, units, and modules, and across grade levels. This predictable structure provides scaffolds for students as they grow toward independence and accountability for their own learning.

Modules are arranged in units comprising one or more texts. The texts in each module share common elements in relation to genre, authors' craft, text structure, or central ideas. Each unit in a module builds on the skills and knowledge students develop in the preceding unit(s). The number of lessons in a unit varies based on the length of the text(s).

Each lesson is designed to span one class period but may extend beyond that time frame depending on student needs.

EL Curriculum is planned and developed according to the principles of Universal Design for Learning (UDL) to support

- English Language Learners (ELL)
- Accelerated learners
- Students with Disabilities (SWD)
- Students achieving and performing below grade level

Guidance on Assessments and Tasks

The EL Curriculum provides a full complement of assessments, including ongoing formative assessment practices and protocols in each lesson, unit-level assessments, and a culminating performance task at the conclusion of each module.

- Formative assessment practices and opportunities are embedded in and across lessons. Students self-assess against daily learning targets and receive frequent feedback from the teacher and peers.
- Each unit includes two formal assessments. Mid-unit assessments typically are reading assessments requiring text-based answers. End-of-unit assessments often require using multiple sources in a written essay.
- The final assessment for each module is a performance task. In these culminating projects, students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks incorporate the writing process, scaffolds for students, and peer critique and revision.
- Assessments offer curriculum-embedded opportunities to practice the types of skills needed on high-stakes assessments and include multiple-item formats:
 - Selected response (multiple-choice questions)
 - Short constructed response
 - Extended response, either on demand or supported
 - Speaking and listening (discussion or oral presentation)
 - Formal argumentative, explanatory, and narrative essays (involving planning, drafting, and revision)

The standards assessed and addressed in each module specifically support the study of the module text(s), and include standards in all four domains: reading, writing, speaking and listening, and language.

Unit-Level Assessments:

- Each unit includes two assessments, most of which are “on-demand” (that is, show what you know/can do on your own).
- Mid-Unit Assessments typically, though not always, are reading assessments: text-based answers.
- End-of-Unit Assessments typically, though not always, are writing assessments: writing from sources.
- Most assessments have a heavy emphasis on academic vocabulary, particularly on determining words in context.
- Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on state assessments.
- The curriculum map that follows lists the title of each assessment, the standards assessed, and the assessment format, of which there are five types.
 - Selected response (multiple-choice questions)
 - Short constructed response (short-answer questions of the type that is scored using a 2-point rubric)
 - Extended response (longer writing or essays of the type that is scored using a 4-point rubric) (either on-demand or supported)
 - Speaking and listening (discussion or oral presentation)
 - Scaffolded essay (involving planning, drafting, and revision)

Final Performance Task: This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision. Performance tasks are not “on-demand” assessments. (Note: The End-of-Unit 3 Assessment often addresses key components of the performance task.)

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SCS Instructional Framework

The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.

The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.

In our ELA classrooms, students will:

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and EL competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

Effective ELA instruction requires research-based instructional practices which include:

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and EL competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and EL competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.

ELA Coaching Guide

The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration.

The Coaching Guide is based on the [Instructional Practice Guide from Achieve the Core](#).

Throughout this curriculum map, teachers will notice high-quality texts identified for students to engage with through reading/read alouds, discussions, and writing tasks that align to the demands of the standards. Therefore, the high-leverage resources noted below are intended to support teachers' understanding of the curriculum, the standards, and/or instructional practices specified in EL. **To access the resources, click the link. If the link does not open, copy and paste the link into your search engine's browser.**

Reading Resource Tool Kit:	
The Tennessee State ELA Standards and Crosswalk	
The Tennessee ELA Standards: https://www.tn.gov/education/instruction/academic-standards/english-language-arts-standards.html	Teachers can access the Tennessee State Standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level.
Crosswalk https://drive.google.com/file/d/1iDUT0yj0LNbOX4orjUVw76PDUB07Oz/view?usp=sharing	This crosswalk provides a correlation between the Common Core ELA Standards coding and the Tennessee ELA Standards coding.
Scaffolds in the EL Curriculum	
Digging Deeper on Differentiation Strategies https://drive.google.com/file/d/1A6omzTBZGL7WL-xfR530cu0b3490RHGp/view?usp=sharing	This article contains examples of strategies that help all students make the most of challenging texts and harness them for their work and learning.
Scaffolding Options for ELA https://drive.google.com/file/d/1OcHJ8Lwxw9BH6EUCXEZiShL5hxCQ4sRP/view?usp=sharing	This table provides scaffolding options regarding the various instructional components found in EL.
Meeting Students Needs Through Scaffolding https://drive.google.com/file/d/1PU5--lz66v-NRGIZ-VJZ1hp_pz5_UbDI/view?usp=sharing	This table provides temporary instructional supports designed to help students successfully read texts that they may find challenging.
English as a Second Language (ESL)	
ESL Classroom Resources for EL Curriculum https://scsk12.sharepoint.com/:f:/s/SCSESLResources/EkWIuDXW6iRMoa_j57BII2kwBMWXCP6FLdWQ5U6exvuGQ7g?e=pVjdxm	This resources provides scaffolding options for ESL students within EL in order to support their language needs as outlined on their Individual Learning Plans (ILPs) per Tennessee Policy 3.207.
Read-Alouds/Close Reading	
Helping Students Read Closely file:///Users/coach/Downloads/ELED-HelpingStudentsReadCloselyELACurriculumGrades3-8-0815%20(3).pdf	This article provides information regarding how close reads can support students' reading ability.

<p>Close Reading: An Instructional Strategy for Conquering Complex Text https://vimeo.com/89001348</p>	<p>In this video, students and teachers are engaged with EL Education's grades 3-8 ELA curriculum. The teacher guides students through the close reading process, checks for understanding, and leverages the power of student talk and collaboration to help them make meaning of a complex text.</p>
<p>Grappling with Complex Informational Text https://vimeo.com/54007714</p>	<p>In this video, students and teachers are engaged with EL Education's grades 3-8 ELA curriculum. Students in a fifth-grade class use close reading strategies to determine the main idea and important details from a newspaper article about the Seneca people.</p>
<p>Student Engagement: EL Protocols</p>	
<p>EL Protocols: https://drive.google.com/file/d/1tH0UAMzxCRB9Xvwjw7-5tQLYlt6yT6XY/view?usp=sharing</p>	<p>Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world.</p>
<p>Classroom Protocols in Action: Science Talk https://vimeo.com/169909161</p>	<p>This video is an example of an EL protocol in action. It shows how the engagement protocols engage all students in the learning.</p>
<p>Social Emotional Learning Resources</p>	
<p>EL Character Framework https://characterframework.ededucation.org/</p>	<p>Central to EL Education curriculum is a focus on “habits of character” and social-emotional learning. This website highlights what EL means by character and how EL Education’s curriculum promotes habits of character.</p>
<p>Edutopia: Social Emotional Learning https://www.edutopia.org/social-emotional-learning</p>	<p>This website has a robust library of Social Emotional Learning (SEL) resources, such as videos and articles, that teachers may access to learn more about SEL.</p>
<p>Social Emotional Learning: FAQ https://casel.org/faqs/</p>	<p>Teachers may access the CASEL website to thoroughly develop their professional understanding of Social Emotional Learning.</p>
<p>Aspen Institute: National Commission on Social, Emotional, and Academic Development https://www.aspeninstitute.org/publications/learning-happens-supporting-students-social-emotional-academic-development/</p>	<p>Teachers may use this resource to access SEL articles, videos, and other informative supports to learn more about SEL.</p>
<p>Additional Resources</p>	
<p>The moDEL Detroit Project: https://www.detroitk12.org/Page/9721</p>	<p>The moDEL Detroit Project Provides both planning and delivery resources to teachers who are implementing the EL Education Curriculum. This includes PowerPoints for every lesson in grades K-8. These resources were developed in conjunction with various literacy experts. However, SCS teachers who choose to use the presentations should review them before use to ensure the information highlights the lesson’s priorities identified for their students. Please note, once downloaded, the PowerPoints can be revised to meet your needs.</p>

ESSA

Student success is expected for all students. In order to provide students with equitable access to the ELA curriculum, scaffolded instruction is expected to support student mastery of the TN Academic Standards. It is imperative for instructional practices to provide each student with the best opportunity to meet these standards by supporting their learning needs.

SL: English Language Development

To support teachers in helping to ensure success for ESL students in the general education classroom, the EL curriculum provides recommendations for scaffolds for the ELL students in the section called *Meeting Students Needs*. Model Performance Indicators (MPIs) help to make content comprehensible for all learners. The link and the MPI chart below provide instructional recommendations for scaffolds based on the student's level.

Model Performance Indicators (MPIs): Provide examples (models) of assessable language skills. Reflect the second language acquisition process. Describe how students can use the language (purpose). Relate to specific criteria and elements of academic language. Provide the anchors for curriculum, instruction, and assessment.

	Level 1 (Entering)	Level 2 (Emerging)	Level 3 (Developing)	Level 4 (Expanding)	Level 5 (Bridging)
Listening	<i>Match pictures of key details (vocabulary) from informational text to words read aloud by a teacher/partner.</i>	<i>Sort pictures of key details in informational text according to corresponding basic sentences read aloud by a partner.</i>	<i>Sequence key details that support the main topic of an informational text written in extended sentences from oral presentation with a partner.</i>	<i>Organize details that support the main idea of informational text told in expanded oral discourse with visual support.</i>	<i>Interpret key details that support the main topic in orally presented informational text using complex grade-level oral discourse with visual support.</i>
Reading	<i>Sequence a series of pictures to retell key details of informational text with a partner.</i>	<i>Locate key details within illustrated informational text with a partner.</i>	<i>Sequence key details written in simple sentences on sentence strips with a peer.</i>	<i>Organize main topics and key details from informational text in a graphic organizer with a small group.</i>	<i>Draw conclusions about key details written in complex language using a graphic organizer.</i>
Speaking	<i>Name key details (words) in familiar informational text using illustrations when repeating after a peer.</i>	<i>Describe key details of informational text using phrases and short sentences with visual support such as photos, illustrations and picture books with modeled support.</i>	<i>Retell key details and main topics of informational text using basic sentence structures with models and visual support such as photos, illustrations or picture books.</i>	<i>Explain the main topic and key details of informational text using specific and some technical content-area language in expanded sentences while working with a partner.</i>	<i>Discuss the main topic and key details of informational text using creative word choice and technical and abstract language in multiple complex sentences in a small group.</i>
Writing	<i>Draw and label (with words) illustrations that represent key details of informational text with modeled support.</i>	<i>Compose phrases or short sentences for labeled illustrations representing key details of informational text with a peer.</i>	<i>Retell (in short sentences) the main topic and details of a text supported by a labeled and illustrated flow map.</i>	<i>Summarize the main topics of an informational text and give specific key details in expanded sentences using an illustrated graphic organizer.</i>	<i>Elaborate on the main topic and key details of informational text using organized expression of complex ideas with a word bank.</i>

The WIDA English Language Development (ELD) Standards Connections are found at the following link: <https://www.wida.us/standards/eld.asp>

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.

Social Emotional Learning (SEL) Connections

EL Education curriculum is a focus on social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service). Module 3 intentionally incorporates Social Emotional Learning content. These intentional connections are described below.

- Role of social, political, and cultural interactions in the development of identity
- Personal identity is a function of an individual's culture, time, place, geography, interactions with groups, influences from
- institutions and lived experiences
- Development, Movement, and Interaction of Cultures
- Role of diversity within and among cultures

For additional informational on EL and **Social Emotional Learning: *Fostering Character in a Collaborative Classroom*** Please click link below:

<https://drive.google.com/file/d/1D6F8cLZ5sseD-54BW-GnyvvpLAbJ-poE/view?usp=sharing>

Note: You will notice throughout this curriculum map that opportunities for students to engage in social emotional learning are **in bold print** under the protocol heading. This could be discussion related to the mindsets and skills as listed above or opportunities for students to interactively engage in their learning communities.

Module Overview: Understanding Perspectives: Slavery—*The People Could Fly*

In this eight-week module, students explore the life of Frederick Douglass, the escaped slave and noted abolitionist who wrote *Narrative of the Life of Frederick Douglass*. The module focuses on the questions of what makes stories powerful and on understanding an author's purpose. In addition, students analyze how writers use figurative language and word choice to convey meaning. In Unit 1, a recommended read-aloud of *The People Could Fly* introduces the topic and the question that connects all three units in the module: What gives stories and poems their enduring power? Next, students build the background knowledge that will allow them to more fully understand the context of the *Narrative*: they learn about slavery, Douglass's life, and the debate over slavery in the United States before the Civil War. The *Narrative* is a compelling, complex, and somewhat lengthy text; in this module, students read five excerpts from the text. In Unit 1, they read the first two of those excerpts, building their capacity for making sense of this complex text and learning the routines that will guide their work for the remainder of the module. Then students study poetry about slavery. They learn how to read and analyze a poem and are introduced to the tools that poets and other writers use to make stories powerful: word choice and figurative language.

Unit 2 centers on the analysis of excerpts from *Narrative of the Life of Frederick Douglass*. Students read three excerpts, analyze how each excerpt served Douglass's purpose, and consider how he used language to convey meaning. They have consistent practice with short constructed responses that use evidence from the text. The End of Unit 2 Assessment is an essay in which students explain how the *Narrative* conveyed Douglass's purpose and distinguished his position from that of others (RI.7.6). In addition, students develop a clearer understanding of how sentences are constructed, and they use this understanding to help them read and write (L.7.1). In Unit 3, students write their own powerful story, using *Frederick Douglass: The Last Day of Slavery*^[1] as a mentor text. They select one event from the *Narrative* and rewrite it as a picture book for younger students, making sure that the story they create is powerful, just as the stories they have been reading are powerful. **This final performance task addresses ELA standards 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.**

Guiding Questions and Big Ideas

- **What gives stories and poems their enduring power?**
- **How did Douglass's purpose and audience shape how he told his story?**
- **When you write a story, how do 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.*
- *Douglass wrote the *Narrative* to convince his audience that slavery should be abolished. He responded to the reasons that some people gave to justify*

slavery, and showed why they were mistaken.

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 (see footnote 1 on page of this document), 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 ELA CCSS 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.*



Seventh Grade Module 3: Building Background Knowledge Powerful Stories--*Slavery in America*

Unit 1 Overview

In this unit, students are introduced to the topic, guiding questions, and central text of the module: Narrative of the Life of Frederick Douglass (excerpts only). By the end of the unit, they will understand the historical context of this text as well as the tools and processes they will use as they read and analyze it. Their analysis will focus on Douglass's purpose and how he tells his story in order to accomplish it. In the beginning of the unit, students listen to and discuss *The People Could Fly* (a picture book by Virginia Hamilton). This book introduces the topic of slavery as well as one of the module's guiding questions: What gives stories and poems their enduring power? The next set of lessons introduces the central text and its context. Through reading informational texts and working with images, students build their understanding of slavery, the life of Frederick Douglass, and the debate over slavery in which his voice was so significant. In these lessons, students focus on analyzing texts and supporting their analysis with textual evidence (RI.7.1). After a pause to launch independent reading for the module, students begin their work with the Narrative. As they read excerpts from the first two chapters, students consider Douglass's purposes, practice the routines they will use for reading this text, and notice what gives this story its power. The unit closes with a set of lessons on poetry. Students read poems that deepen their understanding of slavery and build their ability to recognize and interpret figurative language—skills that will be critical as they continue their reading of Douglass. The End of Unit 1 Assessment focuses on students' ability to analyze how structures, word choice, and figurative language contribute to a poem's meaning.

Mid-Unit 1 Assessment: Using Evidence to Support Analysis: “Frederick Douglass” (RI.7.1)

This assessment centers on NYSP12 ELA CCLS RI.7.1. Students read a text about Douglass, then answer selected and constructed response questions in which they analyze the text and support their conclusions with evidence from the text.

End-of-Unit 1 Assessment: Reading Poetry: Analyzing Structure and Language in “We Wear the Mask”

This assessment centers on NYSP12 ELA CCLS RL.7.4, RL.7.5, and L.7.5a. Students read “We Wear the Mask” and answer constructed and selected response questions about structure, figurative language, sound and form.

Required Unit Trade Book(s): *The People Could Fly* by Virginia Hamilton

Frederick Douglass: The Last Day of Slavery by William Miller

The Narrative of the Life of Frederick Douglass by Frederick Douglass

Suggested Pacing: This unit is approximately 3 weeks or 15 sessions of instruction.

Unit 1 Lessons	Agenda	Daily Learning	Prioritized Task
<p>Lesson 1 What Gives Stories Their Power?</p> <p>Lesson Vocabulary enduring, power, content, empowering</p> <p>Materials:</p> <ul style="list-style-type: none"> The People Could Fly (picture book; one copy for teacher read aloud) Powerful Stories anchor chart (new; teacher-created; see supporting materials) Powerful Story note-catcher (one per student) 	<p>1. Opening</p> <p>A. Engaging the Reader (2 minutes)</p> <p>B. Reviewing the Learning Target (1 minute)</p> <p>2. Work Time</p> <p>A. Reading Aloud: The People Could Fly (17 minutes)</p> <p>B. Pair Conversation: What Gives This Story Its Power? (15 minutes)</p> <p>3. Closing and Assessment A. Adding to the Powerful Stories Anchor Chart (10 minutes)</p> <p>4. Homework</p> <p>A. None</p>	<p>Daily Learning Objectives</p> <ul style="list-style-type: none"> I can determine a theme or the central ideas of a literary text. (RL.7.2) (7.RL.KID.2) I can determine the meaning of words and phrases in a literary text (figurative, connotative, and technical meanings). (RL.7.4) (7.RL.CS.4) I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5) (7.LVAU.5) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> Powerful Story note-catcher <p>Protocol</p> <ul style="list-style-type: none"> Think-Pair-Share 	<p>Work Time:</p> <p>Work Time A</p> <p>Reason: Work Time A is prioritized to give students the opportunity to hear a fluent Read Aloud of a powerful story, (including its theme, compelling images and language).</p> <p><i>Notes: After hearing the story, students participate in a paired conversation in which they consider the power of the words and images on particular pages.</i></p>

<p><u>Lesson 2</u> Introducing Historical Context: <i>Narrative of the Life of Frederick Douglass</i></p> <p><u>Lesson Vocabulary</u> autobiography, biography, tone, mood, context, synthesize</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Images of the cover of Narrative of the Life of Frederick Douglass, an American Slave (two or three to display) • Entry Task: Introduction to Module 3 (one per student) • Talking to Students about Race (for teacher reference) • Gallery Walk Directions (one per student and one to display) • Document camera • Chart paper (eight pieces; one for each item in the Gallery Walk) • Gallery Walk Teacher's Guide (for teacher reference) • Historical Context anchor chart (new; teacher-created; see supporting materials) • Sticky notes (six to eight per student) • Module 3 Guiding Questions (one to display) • Vocabulary: The Slave Trade and Abolition (one per student) 	<p>1. Opening</p> <p>A. Entry Task: Introduction to Module 3 (5 minutes)</p> <p>B. Reviewing Learning Targets and Language (10 minutes)</p> <p>2. Work Time</p> <p>A. Modified Gallery Walk (28 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Introducing the Guiding Questions (2 minutes)</p> <p>4. Homework</p> <p>A. Complete Vocabulary: The Slave Trade and Abolition.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can build on others' ideas during discussions. (SL.7.1) (7.SL.CC.1) • I can determine an author's point of view or purpose in informational text. (RI.7.6) (7.RI.CS.6) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Students' observations during the Gallery Walk <p><u>Protocol</u></p> <ul style="list-style-type: none"> • Gallery Walk 	<p><u>Work Time:</u></p> <p>Work Time A</p> <p>Reason: There is only one Work Time component—the gallery walk, therefore, it will be the primary focus on Lesson 2. The gallery walk will help to build background knowledge of the content.</p> <p><i>Notes: In this lesson, students begin learning about the central text; Narrative of the Life of Frederick Douglass. This lesson's modified gallery walk is similar to that of Module 2, Unit 1, Lesson 1.</i></p> <p><i>Before teaching the lesson, consider how you might build on your existing class norms, and create a safe space to discuss race and racism.</i></p>
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<p><u>Lesson 3</u> Building Context for the Narrative: <i>Slavery in America</i></p> <p><u>Lesson Vocabulary</u> equity, conclusions, evidence, cite, triangular slave trade, system, enforced labor, plantation, crops</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Equity Sticks Guidelines (for teacher reference; see supporting materials) • Answers for Vocabulary Homework (one to display) • Equity sticks • Historical Context anchor chart (begun in Lesson 2) • Analyzing Images: Slavery in America (one per student and one to display) • Four images about slavery in America (see teaching notes) • Vocabulary: The Slave Trade and Abolition (from Lesson 2) • “The Slave Trade” text from Freedom: A History of US, Webisode 5 (one per student) • Document camera • “The Slave Trade” Text-Dependent Questions (one per student) • “The Slave Trade” Close Reading Guide (for teacher reference) • “Abolition” text from Freedom: A History of US, Webisode 5 (one per student) • “Abolition” text from Freedom: A History of US, Webisode 5: scaffolded version (optional; 	<p>1. Opening A. Reviewing Homework and Learning Targets (5 minutes)</p> <p>2. Work Time A. Images: Encountering Slavery in America (15 minutes) B. Close Reading: “The Slave Trade” (20 minutes)</p> <p>3. Closing and Assessment A. Turn and Talk (2 minutes) B. Previewing Homework (3 minutes)</p> <p>4. Homework</p> <p>A. Read the text on abolition and answer text dependent questions.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) (7.RI.KID.1) • I can accurately use 7th grade academic vocabulary to express my ideas. (L.7.6) (7.LVAU.6) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • “Slave Trade” Text Dependent Questions <p><u>Protocol</u> None</p>	<p><u>Work Time:</u></p> <p>Work Time B</p> <p>Reason: Work Time B is prioritized in this lesson so that students will begin drawing conclusions and citing as well as analyzing evidence from “The Slave Trade” (an informational text).</p> <p>During the Mid-Unit Assessment in Lesson 5, students will be asked to draw conclusions from an informational text and cite evidence, therefore, Close Reading is an important skill that is needed to demonstrate mastery of the standards assessed.</p> <p><i>Notes: Work Time A allows an opportunity for students to work with images and/or video that relates to the texts they read.</i></p>
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<p>for students needing additional support)</p> <ul style="list-style-type: none">• “Abolition” Text-Dependent Questions, Part 1 (one per student)• “Abolition” Text-Dependent Questions, Part 1 (answers, for teacher reference)			
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<p><u>Lesson 4</u> Building Context for the Narrative: The Abolition Movement</p> <p><u>Lesson Vocabulary</u> institution, abolition, abolitionist</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Historical Context anchor chart, student version (one per student) “Slave Trade” text (from Lesson 3) • “Slave Trade” Text Dependent Questions (from Lesson 3) • Analyzing Images: Slavery in America (from Lesson 3) • Historical Context anchor chart (begun in Lesson 2; see “for teacher reference” version in supporting materials) • “Abolition” text from Freedom: A History of US, Webisode 5 (From Lesson 4) • “Abolition” Text Dependent Questions (answers, for teacher reference) (from Lesson 3) • Abolition Text Dependent Questions, Part 2 (one per student) “Abolition” Text: Close Reading Guide (for teacher reference) • Equity sticks • Three images related to the abolition movement (one to display; teacher created, see Teaching Notes) • Document camera 	<p>1. Opening</p> <p>A. Entry Task (10 minutes)</p> <p>2. Work Time</p> <p>A. Analyzing Images: The Abolition Movement (5 minutes) B. Close Reading: “Abolition” Text (25 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Adding to the Historical Context Anchor Chart (5 minutes)</p> <p>4. Homework</p> <p>A. Add three more ideas to the “Debate over Slavery” section of the Historical Context anchor chart, student version</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) (7.RI.KID.1) • I can accurately use 7th grade academic vocabulary to express my ideas. (L.7.6) (7.LVAU.6) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • “Abolition” from Freedom: A History of US, Webisode 5: Text-Dependent Questions, Part 1 (from homework) • “Abolition” from Freedom: A History of US, Webisode 5: Text-Dependent Questions, Part 2 <p><u>Protocol</u></p> <p>None</p>	<p><u>Work Time:</u></p> <p>Work Time B</p> <p>Reason: Work Time B is prioritized in this lesson so that students will begin drawing conclusions and citing as well as analyzing evidence from “Abolition” (an informational text).</p> <p>During the Mid-Unit Assessment in Lesson 5, students will be asked to draw conclusions from an informational text and cite evidence, therefore, Close Reading is an important skill that is needed to demonstrate mastery of the standards assessed.</p> <p><i>Notes:</i> This lesson is the final practice with the skill of analyzing information texts and citing evidence before the Mid-Unit Assessment.</p>
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<p>Lesson 5 Mid-Unit Assessment: Using Evidence to Support Analysis: “Frederick Douglass”</p> <p>Lesson Vocabulary None</p> <p>Materials:</p> <ul style="list-style-type: none"> • Historical Context anchor chart, student version (from Lesson 4; one per student) • Historical Context anchor chart (begun in Lesson 2) • Historical Context anchor chart (for teacher reference) (From Lesson 4) • “Frederick Douglass” text from Freedom: A History of US, Webisode 5 (assessment text; one per student) • “Frederick Douglass” text from Freedom: A History of US, Webisode 5, scaffolded version (assessment text; optional; for students needing additional support) • Mid-Unit 1 Assessment: Using Evidence to Support Analysis: “Frederick Douglass” (one per student) • Mid-Unit 1 Assessment: Using Evidence to Support Analysis: “Frederick Douglass” (answers, for teacher reference) • Short Response (2-Point) Holistic rubric (for teacher reference; use to score question 4 on the assessment) • “Renaissance Man” (one per 	<p>1. Opening</p> <p>A. Adding to the Historical Context anchor chart (5 minutes)</p> <p>2. Work Time</p> <p>A. Mid-Unit 1 Assessment: Using Evidence to Support Analysis “Frederick Douglass” (20 minutes) B. Launching Independent Reading (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Preview Homework (5 minutes)</p> <p>4. Homework</p> <p>A. Read “Renaissance Man” and complete “Renaissance Man”: Text-Dependent Questions.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) (7.RI.KID.1) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Mid-Unit 1 Assessment <p>Protocol</p> <p>None</p>	<p><u>Work Time:</u></p> <p>Work Time A</p> <p>Reason: Work Time A will be prioritized in Lesson 5. The Mid-Unit 1 Assessment: Using Evidence to Support Analysis: Frederick Douglass assesses RI.7.1: students’ ability to make meaning and draw conclusions from a text and use evidence to support their thinking.</p> <p><i>Notes: There are two versions of the text for the assessment: the regular one and then a scaffolded version for students who need vocabulary support.</i></p> <p><i>Independent reading should be launched immediately after the completion of the assessment.</i></p>
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<p>student)</p> <ul style="list-style-type: none">• “Renaissance Man,” scaffolded version (optional, for students needing additional support)• “Renaissance Man”: Text-Dependent Questions (one per student)• “Renaissance Man”: Text-Dependent Questions (answers, for teacher reference)			
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<p><u>Lesson 6</u> Why did Douglass write the Narrative?</p> <p><u>Lesson Vocabulary</u> purpose, position, distinguish, convey; hastening, subscribe, throw light on, deliverance</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Entry Task: Frederick Douglass Timeline (one per student) • Equity sticks • Historical Context anchor chart (begun in Lesson 2) • Historical Context anchor chart, student version (from Lesson 4) • Historical Context anchor chart (from Lesson 4; for teacher reference) • Douglass's Homes Discussion Appointments (one per student) • Frederick Douglass's Purpose: Text and Questions (one per student and one to display) • Document camera • Frederick Douglass's Purpose: Close Reading Guide (for teacher reference) • Shining a Light anchor chart (one per student and one to display) • Shining a Light anchor chart (for teacher reference) • Position cards (one set per pair of students) • Determining Position (one per student and one to display) 	<p>1. Opening A. Entry Task: Frederick Douglass Timeline (7 minutes)</p> <p>B. Determining Douglass's Homes Discussion Appointments (3 minutes)</p> <p>2. Work Time A. Close Reading: Final Paragraph of the Narrative (15 minutes)</p> <p>B. Analyzing Frederick Douglass's Purpose and Introducing Shining a Light Anchor Chart (15 minutes)</p> <p>3. Closing and Assessment A. Previewing Homework (5 minutes)</p> <p>4. Homework A. Complete Determining Position.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can determine the meaning of words and phrases in informational text (figurative, connotative, and technical meanings). (RI.7.4) (7.RI.CS.4) • I can determine an author's point of view or purpose in informational text. (RI.7.6) (7.RI.CS.6) • I can analyze how the author distinguishes his/her position from others'. (RI.7.6) (7.RI.CS.6) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Frederick Douglass's Purpose: Text and Questions <p><u>Protocol</u></p> <ul style="list-style-type: none"> • Discussion Appointments 	<p><u>Work Time:</u></p> <p>Work Time A</p> <p>Reason: Work Time A will be prioritized because in this lesson, students grapple with the central question: "What is Frederick Douglass's purpose in writing the <i>Narrative</i>, and how does he differentiate his position?" (RI 7.6)</p> <p>This lesson allows students to close read the final paragraph and discover that Douglass wrote the Narrative to further the cause of abolition.</p> <p><i>Notes: The Shining a Light Anchor Chart and position cards help students to better understand positions of people who supported slavery and, briefly how Douglass responds to each of these positions.</i></p>
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<p><u>Lesson 7</u> Introducing the Process for Close Reading: Meeting Frederick Douglass</p> <p><u>Lesson Vocabulary</u> determine, excerpt, roots, prefixes, suffixes; ignorant, seldom, improper, impertinent, blunt, inevitable, tidings, imitation, ordained, cunning, sustains, cowskin, humane, barbarity, joist, deprived, inquiries, odiousness, gratification</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Shining a Light anchor chart (from Lesson 6) • Document camera • Entry Task: Quote Cards (one set per class) • Shining a Light anchor chart, student version (from Lesson 6; one per student) • Douglass' Homes Discussion Appointments handout (from Lesson 6) • Excerpt 1 Text and Questions (one to display and one per student) • Excerpt 1 Close Reading Guide, Second Read (for teacher reference) • Reference Sheet: Roots, Prefixes, and Suffixes (one per student and one to display) • Historical Context anchor chart, student version (from Lesson 4; one per student) • Historical Context anchor chart (begun in Lesson 2) 	<p>1. Opening</p> <p>A. Entry Task: Quote Cards (5 minutes) B. Reviewing Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. First Read, Excerpt 1 (10 minutes) B. Second Read, Excerpt 1 (25 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Adding to the Historical Context Anchor Chart (3 minutes)</p> <p>4. Homework</p> <p>A. Independent reading: Remind students that every evening, they need to be reading the independent reading book they chose in Lesson 5.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can determine the meaning of words and phrases in informational text (figurative, connotative, and technical meanings). (RI.7.4) (7.RI.CS.4) • I can read above grade level informational texts with scaffolding and support. (RI.7.10) (7.RI.RRTC.10) • I can use a variety of strategies to determine the meaning of unknown words or phrases (L.7.4) (7.LVAU.4) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Determining Position (from homework) • Excerpt 1 Text and Questions <p><u>Protocol</u> Discussion Appointments</p>	<p><u>Work Time:</u></p> <p>Work Time A</p> <p>Reason: Work Time A will be prioritized because it gives students an opportunity to hear a fluent reading of Excerpt 1. After hearing a fluent reading, students are then able to go in focus on the vocabulary and more literal comprehension questions.</p> <p><i>Notes: Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency and comprehension for students.</i></p> <p><i>Consider offering selected shorter or longer passages to specific groups based on the readiness and needs of the group.</i></p>
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<p><u>Lesson 8</u> Analyzing Douglass's Purpose</p> <p><u>Lesson Vocabulary</u> convey, position; unmanageable, disposition, devoted, convey, position, purpose</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Entry Task: Roots, Prefixes, Suffixes (one per student and one to display) • Entry Task: Roots, Prefixes, Suffixes (answers, for teacher reference) • Reference Sheet: Roots, Prefixes, and Suffixes (from Lesson 7) • Equity sticks • Shining a Light anchor chart (begun in Lesson 6) • Excerpt 1 Text and Questions (from Lesson 7, one per student and one to display) • Excerpt 1: Close Reading Guide, Third Read (for teacher reference) • Excerpt 1: Constructed Response (one per student) 	<p>1. Opening A. Entry Task: Roots, Prefixes, Suffixes (5 minutes)</p> <p>B. Reviewing Learning Targets (2 minutes)</p> <p>2. Work Time A. Third Read, Excerpt 1 (25 minutes) B. Discussing Purpose (10 minutes)</p> <p>3. Closing and Assessment A. Discussing Purpose (10 minutes)</p> <p>4. Homework A. Reread Excerpt 1 from the Narrative and construct a one-paragraph response, using textual evidence, to the following prompt: "What two things was Douglass deprived of as a child that his audience thinks every child should have?"</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4) (7.LVAU.4) • I can determine an author's point of view or purpose in informational text. (RI.7.6) (7.RI.CS.6) • I can analyze how the author distinguishes his/her position from others' (RI.7.6) (7.RI.CS.6) <p><u>Ongoing Assessment</u></p> <p><u>Protocol</u></p> <ul style="list-style-type: none"> • Cold calling 	<p><u>Work Time:</u></p> <p>Work Time A</p> <p>Reason: Work Time A will be prioritized in this lesson so that students will continue to build stamina and ability to make meaning of the <i>Narrative</i> through reading and answering text-dependent questions.</p> <p>These questions help students synthesize their understanding and are a scaffold to determine how a particular excerpt conveys Douglass's position on slavery. (RI 7.6)</p> <p><i>Notes: Review Close Reading Guide, Third Read (Excerpt 1)</i></p>
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<p><u>Lesson 9</u> Close Reading Excerpt 2: Plantation Life</p> <p><u>Lesson Vocabulary</u> seat of government, allowance, bushel, coarse, privation, want, facilities, consumed, summoned, driver, post, woe betides them, summons, quarter, fiendish barbarity, profane, commenced, profanity, blasphemy, merciful providence, wore the appearance, reverberate, incoherent, woe, anguish, ineffable, afflicted, conception, dehumanizing, brethren, quicken, obdurate, astonished, conceive, desolate, prompted</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Excerpt 1: Constructed Response (from Lesson 8; one per student) • Equity sticks • Excerpt 2 Text and Questions (one per student and one to display) • Document camera • Excerpt 2: Close Reading Guide, Second Read (for teacher reference) • Excerpt 2: Sentence/Paraphrase cards (one card per student; students work with this material in pairs) 	<p>1. Opening</p> <p>A. Entry Task: Previewing Excerpt 2 (5 minutes)</p> <p>2. Work Time</p> <p>A. First Read, Excerpt 2 (10 minutes)</p> <p>B. Second Read, Excerpt 2 (15 minutes)</p> <p>C. Matching Game, Excerpt 2 (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Discussing Purpose (10 minutes)</p> <p>4. Homework</p> <p>A. Independent Reading</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can determine the meaning of words and phrases in informational text (figurative, connotative, and technical meanings). (RI.7.4) (7.RI.CS.4) • I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)(7.LVAU.4) • I can read above grade level informational texts with scaffolding and support. (RI.7.10) (7.RI.RRTC.10) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Excerpt 1: Constructed Response (from homework) • Excerpt 2 Text and Questions <p><u>Protocol</u></p> <ul style="list-style-type: none"> • Close Read 	<p><u>Work Time:</u></p> <p>Work Times A and B</p> <p>Reason: Work Times A and B will be prioritized in this lesson to allow students an opportunity to continue to build stamina and make meaning of the vocabulary within the <i>Narrative</i>. (L 7.4)</p> <p><i>Notes: Collect Constructed Response (Excerpt 1). Assess it using the rubric that you normally use to assess short constructed responses. This assessment is for formative data.</i></p>
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<p><u>Lesson 10</u> Analyzing Douglass's Purpose in Excerpt 2</p> <p><u>Lesson Vocabulary</u> See lesson 9</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Entry Task: Powerful Stories (one to display) • Equity sticks • Powerful Stories anchor chart (begun in Lesson 1) • Excerpt 1 Text and Questions (from Lesson 7) • Excerpt 2 Text and Questions (from Lesson 9) • Excerpt 2: Close Reading Guide, Third Read (for teacher reference) • Excerpt 2: Analysis note-catcher (one per student and one to display) • Excerpt 2: Analysis note-catcher (for teacher reference) • Shining a Light anchor chart (from Lesson 6) • Found Poem (one per student) 	<p>1. Opening</p> <p>A. Entry Task: Powerful Stories (5 minutes) B. Adding to Powerful Stories Anchor Chart (5 minutes)</p> <p>2. Work Time</p> <p>A. Third Read, Excerpt 2 (15 minutes) B. Excerpt 2 Analysis Note-catcher (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Previewing Homework (5 minutes)</p> <p>4. Homework</p> <p>A. Complete found poem. B. Continue reading your independent reading book and bring it to class with you.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can determine the meaning of words and phrases in informational text (figurative, connotative, and technical meanings). (RI.7.4) (7.RI.CS.4) • I can determine an author's point of view or purpose in informational text. (RI.7.6) (7.RI.CS.6) • I can analyze how the author distinguishes his/her position from others'. (RI.7.6) (7.RI.CS.6) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Excerpt 2 Text and Questions • Excerpt 2: Analysis note-catchers <p><u>Protocol</u></p> <ul style="list-style-type: none"> • Close Read 	<p><u>Work Time:</u></p> <p>Work Time B</p> <p>Reason: Work Time B will be prioritized in Lesson 10 because students are introduced to the Analysis Note-catcher which asks them to analyze how a particular excerpt conveys Douglass's position about slavery.</p> <p>This note-catcher is a crucial support for the Mid-Unit and End-of-Unit Assessments.</p> <p><i>Notes: Since students are new to this type of thinking, their work with the note-catcher in this lesson is more teacher guided and gradually released from there.</i></p>
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<p><u>Lesson 11</u> Introducing Poetry</p> <p><u>Lesson Vocabulary</u> craftsmanship, figurative language, vivid words, mad, crafts, figurative, literal, ambiguous, stanzas</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Independent reading book (one per student) • Entry Task: My Independent Reading Plan (one per student) • Quotes on poetry (one to display) • Document camera • Equity sticks • Poet's Toolbox anchor chart (new; teacher created) • Poet's Toolbox reference sheet (one per student) • Lines from "If We Must Die" by Claude McKay (one to display) • Model Found Poem Draft 2 (one to display) 	<p>1. Opening A. Entry Task: My Independent Reading Plan (2 minutes)</p> <p>2. Work Time A. Independent Reading Check-in (15 minutes) B. Introducing Poetry (8 minutes) C. Introducing the Poet's Toolbox Anchor Chart (15 minutes)</p> <p>3. Closing and Assessment A. Modeling Homework (5 minutes)</p> <p>4. Homework A. Revise your Found Poem from Lesson 10 to include two or more poetic tools. Break the poem up into stanzas. Challenge yourself to add a sound tool. B. Continue reading your independent reading book.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can analyze the impact of rhymes and repetitions of sound on a specific section of poetry. (RL.7.4)(7.RL.CS.4) • I can determine the figurative meaning of words and phrases in literary text. (RL.7.4) (7.RL.CS.4) • I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5) (7.LVAU.5) • I can read grade-level literary or informational texts proficiently and independently. (RI.7.10,RL.7.10) (7.RI.RRTC.10) (7.RL.RRTC.10) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Found Poem Draft #1 (from homework) <p><u>Protocol</u></p> <ul style="list-style-type: none"> • Turn and Talk 	<p><u>Work Time:</u></p> <p>Work Times B and C</p> <p>Reason: Work Times B and C will be prioritized to introduce a five-lesson mini unit on poetry. (Lessons 11-15)</p> <p>In this lesson, students will be introduced to strategies for recognizing and analyzing some of the poetic techniques that Frederick Douglass uses in his <i>Narrative</i>. They will examine thematic concepts they encounter in the <i>Narrative</i> (for example, slavery, oppression, bravery, defiance, pride).</p> <p><i>Notes: Use of protocols (such as Turn and Talk) allows for total participation of all students. It encourages critical thinking, collaboration, and social construction of knowledge.</i></p>
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<p><u>Lesson 12</u> How to Read a Poem: “The Negro Speaks of Rivers”</p> <p><u>Lesson Vocabulary</u> figurative, literal</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Entry Task: How to Read a Poem (one per student and one to display) • Document camera • Equity sticks • How to Read a Poem anchor chart, student version (one per student) • “The Negro Speaks of Rivers” (one per student and one to display) • Modeling the How to Read a Poem anchor chart (answers, for teacher reference) • Powerful Stories anchor chart (from Lesson 1) • Exit Ticket: Self-Assessment (one per student) • Poet’s Toolbox reference sheet (from Lesson 11, one per student) • Poet’s Toolbox Matching Worksheet (one per student) • Poet’s Toolbox Matching Worksheet (answers, for teacher reference) 	<p>1. Opening A. Entry Task: How to Read a Poem (10 minutes) B. Previewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Reviewing the Poet’s Toolbox (5 minutes) B. Modeling How to Read a Poem (20 minutes)</p> <p>3. Closing and Assessment A. Exit Ticket: Self-Assessment (5 minutes)</p> <p>4. Homework A. Complete the Poet’s Toolbox Matching Worksheet. B. Continue reading your independent reading</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can analyze the impact of rhymes and repetitions of sound on a specific section of poetry. (RL.7.4) (7.RL.CS.4) • I can determine the figurative meaning of words and phrases in literary text. (RL.7.4) (7.RL.CS.4) • I can analyze how a poem’s form or structure contributes to its meaning. (RL.7.5) (7.RL.CS.5) • I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5) (7.LVAU.5) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Found Poem Draft 2 (from homework) • Exit Ticket: Self-Assessment <p><u>Protocol</u></p> <ul style="list-style-type: none"> • How to Read a Poem • Powerful Stories 	<p><u>Work Time:</u></p> <p>Work Time B</p> <p>Reason: Work Time B will be prioritized to help students learn the process for reading poetry. In Lessons 12-15, students work extensively with the How to Read a Poem anchor chart, which gives them specific steps on reading and rereading poetry to find different layers of meaning. You will model those steps in this lesson.</p> <p>In Lesson 15 (the End-of-Unit Assessment), students will be assessed on their ability to analyze figurative language and word choice in poetry. This lesson prepares them for the assessment.</p> <p><i>Notes: Students may feel anxious about “getting” poetry, so consider how you can be encouraging and upbeat.</i></p>
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<p>Lesson 13 Poetic Tools in Narrative of the Life of Frederick Douglass</p> <p>Lesson Vocabulary highly lyrical style; blighting, dehumanizing, crouching servility, impudent, meanest, commenced, discord, accord, chattel, injurious</p> <p>Materials:</p> <ul style="list-style-type: none"> Poet's Toolbox Matching Worksheet (from Lesson 12; answers, for teacher reference; one to display) Document camera Poet's Toolbox reference sheet (one to display) "If We Must Die" by Claude McKay (one per student and one to display) How to Read a Poem anchor chart, student version (from Lesson 12) "If We Must Die" Close Reading Guide (for teacher reference) Poetic Tools in the Narrative (one per student) Poetic Tools in the Narrative (answers, for teacher reference) Equity sticks Poetry Analysis Practice #1 (one per student) 	<p>1. Opening A. Correcting Homework (8 minutes)</p> <p>2. Work Time A. Reading "If We Must Die" (15 minutes) B. Analyzing Figurative Language in Narrative of the Life of Frederick Douglass (20 minutes)</p> <p>3. Closing and Assessment A. Exit Ticket: Poetic Tools in the Narrative (2 minutes)</p> <p>4. Homework A. Complete Poetry Analysis Practice #1. You will do a Paint Job Read of "Black Woman."</p>	<p>Objectives</p> <ul style="list-style-type: none"> I can analyze the impact of rhymes and repetitions of sound on a specific section of poetry. (RL.7.4.) (7.RL.CS.4) I can determine the figurative meaning of words and phrases in literary text. (RL.7.4) (7.RL.CS.4) I can analyze how a poem's form or structure contributes to its meaning. (RL.7.5) (7.RL.CS.5) I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5) (7.LVAU.5) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> Poetic Tools in the Narrative: Exit Ticket <p>Protocol</p> <ul style="list-style-type: none"> Turn and Talk 	<p><u>Work Time:</u></p> <p>Work Time A</p> <p>Reason: Work Time A will be prioritized to provide students with another opportunity to identify and analyze the poetic tools in a selection of poetry. In the first part of this lesson, students will be reading and analyzing, "If We Must Die" by Claude McKay.</p> <p>Work Time A provides an opportunity for students to practice the skills that will be assessed on the End-of-Unit 1 Assessment.</p> <p><i>Notes: Consider using the Exit Ticket: Poetic Tools in the Narrative to inform how you will group students in Unit 2 for additional work on this excerpt.</i></p>
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<p><u>Lesson 14</u> Poetry Analysis: Small Group Practice</p> <p><u>Lesson Vocabulary</u> still, rhyme scheme, allusion, apostrophe</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Entry Task: “Black Woman” (one per student and one to display) • Document camera • Poetry Analysis Practice #1 (homework, from lesson 13) • Entry Task: “Black Woman” (answers, for teacher reference) • “slaveships” by Lucille Clifton (one per student and one to display) • How to Read a Poem anchor chart, student version (from Lesson 12, one per student) • Picture of slave ship (locate in advance; see Teaching Notes) • Equity sticks • “slaveships” Close Reading Guide (for teacher reference) • Exit Ticket: Self-Assessment #2 (one per student) • Poetry Analysis Practice #2 (one per student) 	<p>1. Opening</p> <p>A. Entry Task: “Black Woman” (10 minutes)</p> <p>2. Work Time</p> <p>A. Partner Reading of “slave ships” (30 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: Self-Assessment #2 (5 minutes)</p> <p>4. Homework</p> <p>A. Complete Poetry Analysis Practice #2 and review the Poet’s Toolbox reference sheet.”</p> <p>B. Bring your independent reading book to class in case you finish the assessment early.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can analyze the impact of rhymes and repetitions of sound on a specific section of poetry. (RL.7.4) (7.RL.CS.4) • I can determine the figurative meaning of words and phrases in literary text. (RL.7.4) (7.RL.CS.4) • I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5) (7.LVAU.5) • I can analyze how a poem’s form or structure contributes to its meaning. (RL.7.5) (7.RL.CS.5) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Exit Ticket: Poetic Tools in the Narrative <p><u>Protocol</u> None</p>	<p><u>Work Time:</u></p> <p>Work Time A</p> <p>Reason: Work Time A is your primary focus for Lesson 14. In this lesson, students have their final practice opportunity (before the End-of-Unit Assessment) that allows them to analyze poetry individually and with a partner or small group.</p> <p><i>Notes: The How to Read a Poem Anchor Chart guides their analysis and provides structure for their thinking and conversations.</i></p> <p><i>You may want to show students a picture of a slave ship to help them better understand Clifton’s poem.</i></p>
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<p>Lesson 15 End of Unit Assessment: Poetry Analysis</p> <p>Lesson Vocabulary None</p> <p>Materials:</p> <ul style="list-style-type: none"> • Entry Task: “Harriet Tubman” (one per student and one to display) • Document camera • Poetry Analysis Practice #2 (homework, from lesson 14) • Entry Task: “Harriet Tubman” (answers, for teacher reference) • Poet’s Toolbox reference sheet (from Lesson 11) • How to Read a Poem anchor chart, student version (from Lesson 12) • End of Unit 1 Assessment: Reading Poetry: Analyzing Structure and Language in “We Wear the Mask” (one per student) • End of Unit 1 Assessment: Reading Poetry: Analyzing Structure and Language in “We Wear the Mask” (answers, for teacher reference) 	<p>1. Opening A. Entry Task: “Harriet Tubman” (10 minutes)</p> <p>2. Work Time A. End of Unit 1 Assessment: Poetry Analysis (33 minutes)</p> <p>3. Closing and Assessment A. Exit Ticket: Self-Assessment #2 (2 minutes)</p> <p>4. Homework A. Continue reading your independent reading book.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can analyze the impact of rhymes and repetitions of sound on a specific section of poetry. (RL.7.4) (7.RL.CS.4) • I can determine the figurative meaning of words and phrases in literary text. (RL.7.4) (7.RL.CS.4) • I can analyze figurative language, word relationships, and nuances in word meanings. (L. 7.5) (7.LVAU.5) • I can analyze how a poem’s form or structure contributes to its meaning. (RL.7.5) (7.RL.CS.5) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • End of Unit 1 Assessment <p>Protocol None</p>	<p>Work Time:</p> <p>Work Time A</p> <p>Reason: This is the final lesson on poetry, and it includes the End of Unit 1 Assessment, which focuses solely on poetry. Students will continue use their ability to analyze figurative language and word choice as they read the Narrative and other texts during the rest of the module.</p> <p><i>Notes: For some students, this assessment may require more than the 25 minutes allotted. Consider providing students time over multiple days if necessary.</i></p>
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Seventh Grade Module 3: Understanding Perspectives

Slavery—The People Could Fly

Unit 2 Overview

In this unit, students closely read three extended excerpts from *Narrative of the Life of Frederick Douglass*. They continue with the same routine that was introduced in Unit 1; it is designed to allow all students to understand this complex text. For each excerpt, the teacher reads the text out loud while students read silently. Next, students do a second read to make sure they understand specific words and literal meaning, then a third read in which they grapple with questions that require more synthesis and analysis, focusing particularly on how Douglass uses language and on those parts of the text that relate most directly to his purpose in writing. Finally, students meet in groups of three to complete an Excerpt Analysis note-catcher, which includes the narrative arc of the excerpt as well as the ways in which this excerpt conveys Douglass’s position. In their analysis of the *Narrative*, students build on the work from Unit 1 about how authors use word choice and figurative language to convey meaning, and they help construct a word wall that showcases some of Douglass’s powerful language. In their work with author’s purpose, the focus of the textual analysis essay, students continue to refer to the *Shining a Light* anchor chart from Unit 1. The work with narrative arc is new in this unit; it is launched with the reading of Frederick Douglass: *The Last Day of Slavery* at the beginning of the unit. It is not an assessed skill; rather, it supports students in understanding the events of the *Narrative* and serves as a scaffold for the performance task in Unit 3—a children’s book based on one of the excerpts.

This unit also includes work in which students compare a written story to how a storyteller might perform that same story (included in the Mid-Unit 2 Assessment) and in understanding how sentences are constructed (L.7.1a, b, c; assessed in Unit 3). The Mid-Unit 2 Assessment focuses on students’ ability to independently analyze a new excerpt of the *Narrative*, with a particular focus on understanding the words and language used and how they contribute to meaning. The end of unit assessment is an on-demand extended essay about how Douglass conveys his purpose and distinguishes his position from that of those who defend slavery. This essay is similar to the essays in earlier modules, with several days devoted to rereading, analyzing textual evidence, and planning the essay. However, unlike the essays in earlier modules, this essay is not revised: Students use their notes and outlines to write a single draft over two days in class. Note that it is strongly recommended

that you do both the Mid-Unit 2 Assessment and the End of Unit 2 Assessment (the essay) yourself near the beginning of this unit. This unit requires precise and rigorous analysis of a complex text. This is work that students are capable of, but many of them will need carefully calibrated support. The more detailed your understanding of the assessments, the better positioned you will be to support your students in the type of thinking they will be doing throughout the lessons.

Mid-Unit 2 Assessment: Analyzing Storyteller’s Craft: Comparing Written and Oral Stories, and Analyzing Purpose and Craft in Douglass’s Narrative

This assessment has two parts and centers on (Part 1: RL.7.1, RL.7.7; Part 2: RI.7.1, RI.7.4, RI.7.6, L.7.4a, b, L.7.5b, c). In Part 1, students reread a poem from Unit 1 (“Harriet Tubman”), and then watch that poem performed live. They analyze how a storyteller uses her body and voice to convey meaning. In Part 2, students read a new excerpt from Narrative of the Life of Frederick Douglass and answer constructed and selected response questions about the meaning of specific words, Douglass’s word choice and use of figurative language, and how this excerpt serves his overall purpose.

End-of-Unit 2 Assessment Essay: Analyzing Douglass’s Position in the Narrative

This assessment centers on (W.7.2, W.7.4, W.7.9b, RI.7.1, RI.7.2, RI.7.6). In his Narrative, Fredrick Douglass explains that his purpose is to throw “light on the American slave system.” Which aspects of slavery does his Narrative bring to light? How does his position differ from that of those who defended slavery? How does he use his story to support his position?

Required Unit Trade Book(s): *Narrative of the Life of Frederick Douglass, an American Slave*

Suggested Pacing: This unit is approximately 3 weeks or 16 sessions of instruction

Daily Lessons	Agenda	Daily Learning	Prioritized Task
<p><u>Lesson 1</u> Introducing the Narrative Arc: The Last Day of Slavery</p> <p><u>Lesson Vocabulary</u> enduring, powerful, context, conflict, climax, climbing steps, conclusion, resolution, reflection, theme</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • End of Unit 1 Assessment: Poetry Analysis (from Unit 1, Lesson 15; returned this lesson with teacher feedback) • Powerful Stories anchor chart (begun in Unit 1, Lesson 1) • Frederick Douglass: The Last Day of Slavery (book; one copy) • Narrative Arc anchor chart (new; teacher-created; see student version in supporting materials as a model) • Narrative Arc anchor chart, student version (one per student) • The Last Day of Slavery matching cards (one set per pair of students) • Equity sticks 	<p>1. Opening A. Reviewing End of Unit 1 Assessment: Poetry Analysis (5 minutes) B. Reviewing Learning Targets (3 minutes)</p> <p>2. Work Time A. Reading Aloud: Frederick Douglass: The Last Day of Slavery (20 minutes) B. Introducing the Narrative Arc (15 minutes)</p> <p>3. Closing and Assessment A. Fist to Five (2 minutes)</p> <p>4. Homework A. Independent reading.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can determine a theme or the central ideas of a literary text. (RL.7.2) (7.RL.KID.2) • I can analyze the interaction of literary elements of a story or drama. (RL.7.37.RL.KID.3) • I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RL.7.4) (7.RL.CS.4) • I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5) (7.LVAU.5) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Narrative Arc anchor chart <p><u>Protocol</u></p> <ul style="list-style-type: none"> • Powerful Stories • Narrative Arc 	<p><u>Work Time:</u></p> <p>Work Time A</p> <p>Reason: Work Time A will be prioritized in this opening Lesson 1. Similar to Unit 1, Lesson 1, students focus on the powerful content, language, images, and themes in Frederick Douglass: The Last Day of Slavery.</p> <p>The narrative arc (that will be introduced in Work Time B) will be important in helping students to craft their picture books in Unit 3.</p> <p><i>Notes: Grade and be prepared to review the End-Of-Unit Assessment from Unit 1, Lesson 15.</i></p>

<p><u>Lesson 2</u> Understanding Douglass’s Words: Learning to Read</p> <p><u>Lesson Vocabulary</u> anatomy, main clause, subject, verb, modify, gratification, inquiries, miserable, mere, galling, subsequent, manifestation, providence, blighting, dehumanizing, crouching servility, impudent, meanest, tranquil, commenced, forbade, sentiments, revelation, sensible, chattel, injurious, divest, precepts, narrowly, mistress, converted, obtained, urchin, valuable, prudence, shipyard, abhor, detest, reduced, discontentment, abolition, afforded</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Document camera • Image of human anatomy (one to display) • Anatomy of a Sentence anchor chart (new; teacher-created; see supporting materials and one per student) • Entry Task: Sentence Structure (one per student and one to display) • Entry Task: Sentence Structure (answers, for teacher reference) • Equity sticks • Reference Sheet: Roots, Prefixes, and Suffixes (from Unit 1, Lesson 7; one per student and one to display) • Douglass’s Homes Discussion Appointments (from Unit 1, 	<p>1. Opening A. Entry Task: Sentence Structure (15 minutes)</p> <p>2. Work Time A. Reviewing Roots (5 minutes) B. Excerpt 3 First Read (10 minutes) C. Excerpt 3 Second Read (14 minutes)</p> <p>3. Closing and Assessment A. Reviewing Homework (1 minute)</p> <p>4. Homework A. Finish Excerpt 3 second read questions.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can use correct grammar and usage when writing or speaking. (L.7.1) (7.L.CSE.1) • I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4) (7.LVAU.4) • I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.7.4) (7.RL.CS.4) • I can read above-grade-level texts with scaffolding and support. (RI.7.10) (7.RI.RRTC.10) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Excerpt 3 Text and Questions: Learning to Read <p><u>Protocol</u> None</p>	<p><u>Work Time:</u></p> <p>Work Times B and C</p> <p>Reason: Work Times B and C will be prioritized in this lesson in order to provide an opportunity for students to mimic what they did with Excerpts 1 and 2 in Unit 1: they read silently while the teacher reads aloud, complete second read and third read questions and discuss them, and then complete the Excerpt 3 Analysis note-catcher.</p> <p>Notes: Students should be familiar with the process and tools for unpacking Excerpt 3 (as they practiced this skill in Unit 1, Lesson 13).</p>
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<p>Lesson 6)</p> <ul style="list-style-type: none">• Excerpt 3 Text and Questions: Learning to Read (one per student and one to display)• Excerpt 3 Close Reading Guide, Second Read (for teacher reference)			
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<p><u>Lesson 3</u> Analyzing Powerful Language: Learning to Read</p> <p><u>Lesson Vocabulary</u> powerful, bland, tone, craftsmanship, vivid, obvious dislike, glaring odiousness, tranquil, abolition</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Excerpt 3 Text and Questions: Learning to Read (from Lesson 2) • Document camera • Excerpt 3 Close Reading Guide, Second Read (for teacher reference; from Lesson 2; one to display) • Poet's Toolbox anchor chart (begun in Unit 1, Lesson 11) • Powerful Language Word Wall (new; teacher-created; see supporting materials) • Powerful Language T-chart (one per student and one to display) • Powerful Language T-chart (answers, for teacher reference) • Douglass's Homes Discussion Appointments (from Unit 1, Lesson 6) • Excerpt 3 Close Reading Guide, Third Read (for teacher reference) • Poet's Toolbox reference sheet (from Unit 1, Lesson 11) • Vivid Word Choice card directions (one to display) • Vivid Word Choice cards (one 	<p>1. Opening A. Reviewing Answers to Excerpt 3 Second Read Questions (5 minutes)</p> <p>2. Work Time A. Introducing the Powerful Language Word Wall (10 minutes) B. Excerpt 3 Third Read (20 minutes)</p> <p>3. Closing and Assessment A. Powerful Language Word Wall (7 minutes) B. Previewing Homework (3 minutes)</p> <p>4. Homework A. Sentence Structure</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5) (7.LVAU.5) • I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.7.4) (7.RL.CS.4) • I can analyze the impact of word choice on meaning and tone in an informational text. (RI.7.4) (7.RI.CS.4) • I can determine an author's point of view or purpose in informational text. (RI.7.6) (7.RI.CS.6) • I can analyze how the author distinguishes his/her position from others'. (RI.7.6) (7.RI.CS.6) • <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Excerpt 3 text and questions • Vivid Word Choice cards <p><u>Protocol</u></p> <ul style="list-style-type: none"> • Poet's Toolbox • Anatomy of a Sentence 	<p><u>Work Time:</u></p> <p>Work Time A</p> <p>Reason: In this lesson, students are introduced to the Powerful Language word wall, which will hold examples students collect of powerful language in the Narrative and therefore demonstrate the types of thinking outlined in RI.7.4 and L.7.5.</p> <p>Using the word wall helps students prepare for the Mid-Unit 2 Assessment Part 2 and also supports them in using powerful language when they write their own picture books in Unit 3.</p> <p><i>Notes:</i> The word wall is divided into two sections: figurative language and word choice. In this lesson, the focus is on word choice.</p>
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<p>per student; see Teaching Notes)</p> <ul style="list-style-type: none">• Sentence Structure homework (one per student)• Sentence Structure homework (answers, for teacher reference)• Anatomy of a Sentence anchor chart (optional; begun in Lesson 2)• Entry Task: Sentence Structure (optional; from Lesson 2)			
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<p><u>Lesson 4</u> Analyzing Douglass’s Purpose: Learning to Read</p> <p><u>Lesson Vocabulary</u> context, setting, conflict, climbing steps, climax, conclusion, resolution, reflection, obstacle</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Document camera • Sentence Structure homework (answers, for teacher reference; from Lesson 3; one to display) • Excerpt 3 Analysis note-catcher (one per student and one to display) • Excerpt analysis roles (one per student and one to display) • Group work skits (one per student and one to display) • Group Work anchor chart (new; co-created with students during Work Time A) • Excerpt analysis group assignments (one to display) • Excerpt 3 Analysis note-catcher (answers, for teacher reference) • Excerpt 1 constructed response (from Unit 1, Lesson 8; returned this lesson with teacher feedback) • Exemplar short constructed response (from Unit 1, Lesson 8; selected by teacher from student work) • Excerpt 1 constructed response (answers, for teacher reference; an option if you do not have a 	<p>1. Opening A. Reviewing Homework (5 minutes)</p> <p>2. Work Time A. Preparing for Small Group Work (10 minutes)</p> <p>B. Excerpt 3 Analysis (23 minutes)</p> <p>3. Closing and Assessment A. Reviewing Short Constructed Responses (7 minutes)</p> <p>4. Homework A. Excerpt 3 constructed response</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can use correct grammar and usage when writing or speaking. (L.7.1) (7.L.CSE.1) • I can determine an author’s point of view or purpose in informational text.(RI.7.6) (7.RI.CS.6) • I can analyze how the author distinguishes his/her position from others’. (RI.7.6) (7.RI.CS.6) • I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)(7.SL.CC.1) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Excerpt 3 Analysis note catcher • Excerpt 3 Text and Questions: Learning to Read <p><u>Protocol</u></p> <ul style="list-style-type: none"> • Group Work 	<p><u>Work Time:</u></p> <p>Work Time B</p> <p>Reason: Work Time B is prioritized in Lesson 4 to help students to make a direct connection with RI.7.6. With Work Time B, students to analyze how a particular excerpt conveys Douglass’s position about slavery.</p> <p>The Excerpt Analysis note-catcher helps students identify how the excerpt supports both of Douglass’s positions about slavery, provide evidence from the text, and analyze how that evidence disproves the position of those who defend slavery.</p> <p><i>Notes:</i> The note-catcher will be a crucial support for the Mid- and End of Unit 2 Assessments.</p>
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<p>student exemplar)</p> <ul style="list-style-type: none">• Short Constructed Response Rubric (from Unit 1, Lesson 8)• Excerpt 3 constructed response (one per student)• Excerpt 3 constructed response (answers, for teacher reference)			
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<p><u>Lesson 5</u> The Storyteller's Toolbox and Excerpt 4 First Read</p> <p><u>Lesson Vocabulary</u> compare, contrast, rekindled, revived, field hand, endurance, scarce, saving fodder time, faculty, cunning, detection, dregs, breaking, languished, disposition, brute, leisure, stupor, wretched, take my life, intimidated, epoch, fanning wheat, attended with, hopper, immense, hastily, hands, gaining my feet, slat, comply, afforded, unaccountable, fell in with, course to pursue, solemnity, render, rejected, disposed, bade, singular conduct, virtue, curry, engaged, spring, assurance, quailed, strove, rekindled, expiring embers, revived, gratification, triumph, compensation, repelled, resurrection</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Independent Reading Status Check (optional; one per student) • The People Could Fly (book; from Unit 1, Lesson 1; for teacher reference; see teaching notes for alternatives) • Virginia Hamilton: Quick Facts (for teacher reference) • Computer • The People Could Fly video (http://www.youtube.com/watch?v=o0C151dnDqg) • Document camera • Storyteller's Toolbox anchor chart (new; teacher-created; 	<p>1. Opening A. Independent Reading Check-in (10 minutes)</p> <p>2. Work Time A. Learning the Tools of a Storyteller (15 minutes)</p> <p>B. Excerpt 4: First Read (15 minutes)</p> <p>3. Closing and Assessment A. Reviewing Excerpt 4: Second Read Questions (5 minutes)</p> <p>4. Homework A. Complete Excerpt 4 second read questions. B. Read your independent reading book.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can compare and contrast different media versions of a literary text (written vs. audio vs. film vs. staged, etc.). I can analyze the impact of the techniques unique to each medium. (RL.7.7 (7.RL.IKI.7)) • I can read grade-level literary texts proficiently and independently. (RL.7.10 (7.RL.RRTC.10)) • I can read above-grade-level texts with scaffolding and support. (RI.7.10 (7.RI.RRTC.10)) • I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4 (7.LVAU.4)) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Independent reading check-in (optional) <p><u>Protocol</u></p> <ul style="list-style-type: none"> • Storyteller's Toolbox 	<p><u>Work Time:</u></p> <p>Work Time A</p> <p>Reason: Work Time A will be prioritized over B so that students will learn how a storyteller can bring a story to life.</p> <p>They will identify the tools of a storyteller by watching The People Could Fly video, as well as listening to the first read through of Excerpt 4 and using the Storyteller's Toolbox anchor chart as a guide.</p> <p>The Storyteller's Toolbox is also important because students will have to analyze how a performer uses the techniques from the toolbox on their Mid-Unit 2 Assessment.</p> <p><i>Notes:</i> As noted in the Unit 2 Overview, use your professional judgment to determine the pace of your students' movement through excerpt 4.</p>
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<p>see supporting materials)</p> <ul style="list-style-type: none">• Storyteller’s Toolbox anchor chart, student version (one per student)• Equity sticks• Excerpt 4 Text and Questions: The Fight with Covey (one per student and one to display)• Excerpt 4 Close Reading Guide, Second Read (for teacher reference)• Reference Sheet: Roots, Prefixes, and Suffixes (from Unit 1, Lesson 7)			
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<p>Lesson 6 Bringing Douglass’s Words to Life: The Fight with Covey</p> <p>Lesson Vocabulary complete sentence, sentence fragment, run-on sentence</p> <p>Materials:</p> <ul style="list-style-type: none"> • Excerpt 4 Text and Questions: The Fight with Covey (from Lesson 5) • Excerpt 4 Close Reading Guide, Second Read (from Lesson 5; one to display) • Storyteller’s Toolbox anchor chart (begun in Lesson 5) • Douglass’s Homes Discussion Appointments (from Unit 1, Lesson 6) • Anatomy of a Sentence anchor chart (begun in Lesson 2) • Anatomy of a Sentence anchor chart, student version (from Lesson 2; one per student; if you did not distribute student copies of this in Lesson 3, where it was optional, you will want to do so in this lesson) • Complete Sentences Practice worksheet (one per student and one to display) • Equity sticks 	<p>1. Opening A. Reviewing Excerpt 4 Second Read Questions (13 minutes)</p> <p>2. Work Time A. The Fight with Covey: Using the Storyteller’s Toolbox (15 minutes)</p> <p>B. Reviewing Complete Sentences (15 minutes)</p> <p>3. Closing and Assessment A. Turn and Talk (~2 minutes)</p> <p>4. Homework A. Finish Complete Sentences Practice worksheet.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can use correct grammar and usage when writing or speaking. (L.7.1) (7.L.CSE.1) • I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)(7.LVAU.4) • I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.7.4) (7.RI.CS.4) • I can compare and contrast different media versions of a literary text (written vs. audio vs. film vs. staged, etc.). I can analyze the impact of the techniques unique to each medium. (RL.7.7) (7.RL.IKI.7) • I can read above-grade-level texts with scaffolding and support. (RI.7.10) (7.RI.RRTC.10) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Excerpt 4 Text and Questions: The Fight with Covey Complete Sentences Practice worksheet <p>Protocol</p> <ul style="list-style-type: none"> • Storyteller’s Toolbox • Anatomy of a Sentence 	<p>Work Time:</p> <p>Work Time A</p> <p>Reason: Work Time A will be prioritized in lesson 6 because Work Time A continues to provide students with an opportunity to use the Storyteller’s Toolbox to analyze a poem or story.</p> <p>In the following lesson 7, students will be using the Storyteller’s Toolbox to analyze a poem for the Mid-Unit Assessment.</p> <p><i>Notes:</i> Students continue to build on the work they began with sentence structure in Lessons 2 and 4. They draw on their understanding of independent clauses to distinguish between sentence fragments, complete sentences, and run-on sentences using the Complete Sentences Practice worksheet.</p>
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<p><u>Lesson 7</u> Mid-Unit Assessment, Part 1 and Excerpt 4 Third Read</p> <p><u>Lesson Vocabulary</u> None</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Mid-Unit 2 Assessment, Part 1: Analyzing Storyteller’s Craft: Comparing Written and Oral Stories (one per student) • Mid-Unit 2 Assessment, Part 1: Analyzing Storyteller’s Craft: Comparing Written and Oral Stories (answers, for teacher reference) • Storyteller’s Toolbox anchor chart (begun in Lesson 5) • Eloise Greenfield: Quick Facts (for teacher reference) • Video of Thelma Thomas performing “Harriet Tubman” (http://www.youtube.com/watch?v=pLFO3ApBUtY) • Excerpt 4 Text and Questions: The Fight with Covey (from Lesson 5) • Equity sticks (optional) • Excerpt 4 Close Reading Guide, Third Read (for teacher reference) 	<p>1. Opening A. Reviewing Learning Targets (2 minutes)</p> <p>2. Work Time A. Mid-Unit 2 Assessment Part 1 (20 minutes) B. Excerpt 4 Third Read Questions (20 minutes)</p> <p>3. Closing and Assessment A. Revisiting Learning Targets (3 minutes)</p> <p>4. Homework A. Add to your third read answers for Excerpt 4 based on the partner conversations you had in class today</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5) (7.LVAU.5) • I can compare and contrast different media versions of a literary text (written vs. audio vs. film vs. staged, etc.). I can analyze the impact of the techniques unique to each medium. (RL.7.7) (7.RL.IKI.7) • I can determine an author’s point of view or purpose in informational text. (RI.7.6) (7.RI.CS.6) • I can read above-grade-level texts with scaffolding and support. (RI.7.10) (7.RI.RRTC.10) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Complete Sentence Practice worksheet (from homework) • Excerpt 4 Text and Questions: The Fight with Covey • Mid-Unit 2 Assessment, Part 1 <p><u>Protocol</u></p> <ul style="list-style-type: none"> • Storyteller’s Toolbox • Back-to-Back, Face-to-Face protocol 	<p><u>Work Time:</u></p> <p>Work Time A</p> <p>Reason: Work Time A will be prioritized so that students can complete the Mid-Unit 2 Assessment Part 1, where they analyze how a performer uses the techniques from the Storyteller’s Toolbox anchor chart to bring a poem alive.</p> <p>Students will also watch a video of Thelma Thomas performing the poem “Harriet Tubman” by Eloise Greenfield.</p> <p><i>Notes:</i> As students complete the Mid-Unit 2 Assessment Part 1, they should begin working individually on the Excerpt 4 third read questions.</p>
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<p><u>Lesson 8</u> Analyzing Douglass's Purpose: Excerpt 4</p> <p><u>Lesson Vocabulary</u> None</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Excerpt 4 Close Reading Guide, Third Read (from Lesson 7, one to display) • Group Work anchor chart (begun in Lesson 4) Excerpt analysis roles (from Lesson 4) • Excerpt analysis group assignments (from Lesson 4; one to display) • Excerpt 4 Analysis note-catcher (one per student and one to display) • Excerpt 4 Analysis note-catcher (answers, for teacher reference) • Complete Sentences Practice worksheet (from Lesson 7; returned this lesson with teacher feedback) • Excerpt 3 constructed response (from Lesson 5; returned in this lesson with teacher feedback) • Excerpt 4 Constructed Response: The Fight with Covey (one per student) • Excerpt 4 Constructed Response: The Fight with Covey (answers, for teacher reference) 	<p>1. Opening A. Debriefing Excerpt 4 Third Read Questions (5 minutes)</p> <p>2. Work Time A. Completing Excerpt 4 Analysis Note-catcher (25 minutes)</p> <p>3. Closing and Assessment A. Mini Lesson: Writing Complete Sentences (15 minutes)</p> <p>4. Homework A. Complete Excerpt 4 constructed response</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can use correct grammar and usage when writing or speaking. (L.7.1) (7.L.CSE.1) • I can determine an author's point of view or purpose in informational text. (RI.7.6) (7.RI.CS.6) • I can analyze how the author distinguishes his/her position from others'. (RI.7.6) (7.RI.CS.6) • I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5) (7.LVAU.5) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Excerpt 4 Text and Questions: The Fight with Covey • Excerpt 4 Analysis note catcher <p><u>Protocol</u></p> <ul style="list-style-type: none"> • Group work 	<p><u>Work Time:</u></p> <p>Work Time A</p> <p>Reason: This is the final lesson that focuses on Excerpt 4. Students briefly discuss the third read questions they completed for homework. Then, they return to their small groups from Lesson 4 to complete the Excerpt 4 Analysis note-catcher.</p> <p><i>Notes:</i> As students work in groups, circulate to notice how they are doing with the skills that will be assessed on the Mid-Unit 2 Assessment Part 2: (i.) using context and roots to determine the meaning of words, (ii.) analyzing how Douglass uses figurative language and word choice to convey meaning, (iii.) and analyzing how a particular excerpt conveys Douglass's overall purpose in the Narrative.</p>
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<p><u>Lesson 9</u> Understanding Douglass’s Words: An Escape Attempt</p> <p><u>Lesson Vocabulary</u> metaphor, simile, personification, allusion, cherish, imprudent, ascertain, imbue, feasible, recounted, disposed, sentinel, shunned, gaining the end, bondage, purpose, adrift, subjected to, liable, satisfaction, lash, defiance, propriety, utter, learn a trade</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Excerpt 5 Text and Questions: An Escape Attempt (one per student and one to display) • Douglass’s Homes Discussion Appointments (from Unit 1, Lesson 6; for teacher reference) • Excerpt 5 Close Reading Guide, Second Read (for teacher reference) • Reference Sheet: Roots, Prefixes, and Suffixes (from Unit 1, Lesson 7; one per student) • Poet’s Toolbox anchor chart (begun in Unit 1, Lesson 11) • Figurative Language Matching Game cards (one card per student) • Figurative Language Matching Game directions (one to display) • Document camera • Figurative Language card directions (one to display) • Figurative Language cards (one card per student; all one color: 	<p>1. Opening A. Reviewing Learning Targets (2 minutes)</p> <p>2. Work Time A. Excerpt 5 First and Second Read (23 minutes)</p> <p>B. Figurative Language Matching Game (10 minutes)</p> <p>3. Closing and Assessment A. Adding to the Powerful Language Word Wall (10 minutes)</p> <p>4. Homework A. Complete Excerpt 5 third read questions.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4) (7.LVAU.4) • I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). RI.7.4) (7.RI.CS.4) • I can analyze the impact of word choice on meaning and tone in an informational text. (RI.7.4) (7.RI.CS.4) • I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5) (7.LVAU.5) • I can read above-grade-level texts with scaffolding and support. (RI.7.10) (7.RI.RRTC.10) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Excerpt 5 Text and Questions: An Escape Attempt • Figurative Language cards <p><u>Protocol</u></p> <ul style="list-style-type: none"> • Poet’s Toolbox 	<p><u>Work Time:</u></p> <p>Work Time B</p> <p>Reason: Work Time B will be prioritized because it provides an opportunity for students to address <i>RI.7.4</i> and <i>L.7.5</i> by focusing on types of figurative language. They do this during the Figurative Language Matching Game and again when they create Figurative Language cards for the Powerful Language word wall.</p> <p><i>Notes: In advance, create the Figurative Language Cards for the matching game.</i></p>
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<p>a different color than Vivid Word Choice cards in Lesson 3)</p> <ul style="list-style-type: none">• Powerful Language Word Wall (begun in Lesson 3)			
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<p><u>Lesson 10</u> Analyzing Douglass’s Purpose: An Escape Attempt</p> <p><u>Lesson Vocabulary</u> abolition</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Excerpt 5 Text and Questions: An Escape Attempt (from Lesson 9) • Excerpt 5 Close Reading Guide, Third Read (for teacher reference and one to display) • Excerpt 5 Analysis note-catcher (one per student and one to display) • Excerpt analysis role assignments (from Lesson 4; one to display) • Group Work anchor chart (begun in Lesson 4) • Excerpt analysis roles (from Lesson 4; one for display) • Excerpt 5 Analysis note-catcher (answers, for teacher reference) • Excerpt 4 constructed response (from Lesson 8; returned in this lesson with teacher feedback) • Short Constructed Response Rubric (from Unit 1, Lesson 8; one per student) • Excerpt 5 constructed response (one per student) • Excerpt 5 constructed response (answers, for teacher reference) 	<p>1. Opening A. Reviewing Excerpt 5 Third Read Questions (10 minutes)</p> <p>2. Work Time A. Excerpt 5 Analysis Note-catcher (30 minutes)</p> <p>3. Closing and Assessment A. Previewing Homework (5 minutes)</p> <p>4. Homework A. Complete Excerpt 5 constructed response.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can determine an author’s point of view or purpose in informational text. (RI.7.6) (7.RI.CS.6) • I can analyze how the author distinguishes his/her position from others’. (RI.7.6) (7.RI.CS.6) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Excerpt 5 Text and Questions: An Escape Attempt Excerpt 5 Analysis note-catcher <p><u>Protocol</u></p> <ul style="list-style-type: none"> • Group work 	<p><u>Work Time:</u></p> <p>Work Time A</p> <p>Reason: In Work Time A, students will continue to work on RI.7.6 by completing the Excerpt 5 Analysis note-catcher in their standing groups.</p> <p><i>Notes:</i> In advance: Assess students’ Excerpt 4 constructed response using the Short Constructed Response Rubric.</p>
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<p>Lesson 11 Mid-Unit Assessment, Part 2: Analyzing an Excerpt from the Narrative</p> <p>Lesson Vocabulary None</p> <p>Materials:</p> <ul style="list-style-type: none"> Reference Sheet: Roots, Prefixes, and Suffixes (from Unit 1, Lesson 7; one per student) Poet's Toolbox anchor chart (begun in Unit 1, Lesson 11) Mid-Unit 2 Assessment, Part 2: Analyzing Author's Craft: Analyzing Purpose and Craft in Douglass's Narrative (one per student) Mid-Unit 2 Assessment, Part 2: Analyzing Stories: Analyzing Purpose and Craft in Douglass's Narrative (answers, for teacher reference) Word Choice cards (from Lesson 3; one per student) Figurative Language cards (from Lesson 3; one per student) Powerful Language Word Wall (begun in Lesson 3) 	<p>1. Opening A. Preparing for the Mid-Unit 2 Assessment (5 minutes)</p> <p>2. Work Time A. Mid-Unit 2 Assessment, Part 2 (30 minutes)</p> <p>3. Closing and Assessment A. Independent Reading Check-in: Adding to the Powerful Language Word Wall (10 minutes)</p> <p>4. Homework A. Read your independent reading book.</p>	<p>Objectives</p> <ul style="list-style-type: none"> I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) (7.RI.KID.1) I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.7.4) (7.RI.CS.4) I can analyze the impact of word choice on meaning and tone in an informational text. (RI.7.4) (7.RI.CS.4) I can determine an author's point of view or purpose in informational text. (RI.7.6) (7.RI.CS.6) I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4 a and b) (7.LVAU.4) I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5 b and c) (7.LVAU.5) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> Mid-Unit 2 Assessment, Part 2 <p>Protocol</p> <ul style="list-style-type: none"> Poet's Toolbox 	<p>Work Time:</p> <p>Work Time A</p> <p>Reason: In Work Time A, students will complete the Mid-Unit Assessment Part 2 which focuses on the language and reading standards related to word analysis, as well as author's purpose (RI.7.1, RI.7.4, RI.7.6, L.7.4a and b, and L.7.5b and c).</p> <p><i>Notes: Note that the questions on RI.7.6 on the Mid-Unit 2 Assessment are formative. Consider using data from these questions about author's purpose to identify students who may need additional support in writing the End of Unit 2 Assessment, which is an essay about Douglass's purpose.</i></p>
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<p><u>Lesson 12</u> Reflecting on Douglass’s Narrative</p> <p><u>Lesson Vocabulary</u> conclusion, caulk, yonder, interposed, undoubtedly, induce, vigilance, entitled, conveyance, liberator, scathing, denunciations</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Entry Task: Predicting the Conclusion (one per student) • Storyteller’s Toolbox anchor chart (from Lesson 5) • Readers Theater: Narrative of the Life of Frederick Douglass Conclusion (one per student) • Personal reflection (one per student) 	<p>1. Opening A. Entry Task: Predicting the Conclusion (5 minutes)</p> <p>2. Work Time A. Readers Theater: Narrative of the Life of Frederick Douglass Conclusion (25 minutes)</p> <p>B. Reflecting on the Power of the Narrative (13 minutes)</p> <p>3. Closing and Assessment A. Previewing Homework (2 minutes)</p> <p>4. Homework A. Complete your personal reflection and share with someone at home.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can determine a theme or the central ideas of an informational text. (RI.7.2) (7.RI.KID.2) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Personal reflection <p><u>Protocol</u></p> <ul style="list-style-type: none"> • Storyteller’s Toolbox • Concentric Circles protocol 	<p><u>Work Time:</u></p> <p>Work Time A</p> <p>Reason: Work Time A will be prioritized in this lesson. Reader’s Theater in Work Time A is an adaptation that allows students to read key parts of the conclusion in a script format. It is interactive and covers many events in a shorter amount of text.</p> <p><i>Notes:</i> In advance: Choose one of two options for the Readers Theater as listed in Work Time A. Prepare groups accordingly. Review: Readers Theater: Narrative of the Life of Frederick Douglass Conclusion and Concentric Circles protocol.</p>
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<p><u>Lesson 13</u> Writing an Analysis Essay: Introducing the Writing Prompt and the Model Essay</p> <p><u>Lesson Vocabulary</u> purpose, position, audience, support, aspect of slavery, claim</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Entry Task: Writer’s Reflection (one per student) • Writing Improvement Tracker (from Modules 1 and 2; for teacher reference) • Narrative of the Life of Frederick Douglass Writer’s Glossary (one per student) • Document camera • End of Unit 2 Assessment Essay Prompt (one to display) • Model Essay: “Telling the Truth about Slavery” (one per student) • Linking the Prompt to the Essay worksheet (one per student) • Douglass’s Homes Discussion Appointments (from Unit 1, Lesson 6; one per student) • Excerpt Analysis Note-catchers for Excerpts 2–5 (from Unit 1, Lesson 10 and Unit 2, Lessons 4, 8, and 10; one per student) • Exit Ticket: Closely Reading the Prompt (one per student) 	<p>1. Opening A. Entry Task: Writer’s Reflection (10 minutes)</p> <p>2. Work Time A. Analyzing the Model Essay: Telling the Truth about Slavery (23 minutes)</p> <p>B. Annotating Your Excerpt Analysis Note catcher (7 minutes)</p> <p>3. Closing and Assessment A. Exit Ticket: Closely Reading the Prompt (5 minutes)</p> <p>4. Homework A. Find more quotes for your essay. You should have two strong examples for each of the two positions/aspects of slavery before the next lesson.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2) (7.W.TTP.2) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4) (7.W.PDW.4) • I can determine an author’s point of view or purpose in informational text. (RI.7.6) (7.RI.CS.6) • I can select evidence from literary or informational texts to support analysis, reflection, and research (W.7.9) (7.W.RBPK.9) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Exit Ticket: Closely Reading the Prompt <p><u>Protocol</u></p> <ul style="list-style-type: none"> • Think-Pair-Share 	<p><u>Work Time:</u></p> <p>Work Time A</p> <p>Reason: In this lesson, Work Time A will be prioritized as students begin the writing process for the End of Unit 2 Assessment, an on-demand analytical essay on Narrative of the Life of Frederick Douglass.</p> <p>In particular, students reflect on their writing process, <u>dissect the End of Unit 2 Assessment Essay Prompt</u>, and analyze the Model Essay: Telling the Truth about Slavery.</p> <p><i>Notes: In this lesson students receive a Narrative of the Life of Fredrick Douglass Writer’s Glossary. You’ll also need to reference the New York State Expository Writing Rubric and its vocabulary.</i></p>
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<p><u>Lesson 14</u> Writing an Analysis Essay: Planning the Essay</p> <p><u>Lesson Vocabulary</u> None</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Entry Task: Combining Sentences (one per student) • Frederick Douglass Essay Planner (one per student) • Excerpt Analysis Note-catchers for Excerpts 2–5 (from Unit 1, Lesson 10 and Unit 2, Lessons 4, 8, and 10; one per student) • Quote Sandwich (one per student) • Quote Sandwich in Action (one per student) 	<p>1. Opening A. Entry Task: Combining Sentences (5 minutes)</p> <p>2. Work Time A. Planning Your Essay (20 minutes) B. Reviewing the Quote Sandwich (15 minutes)</p> <p>3. Closing and Assessment A. Getting Started (5 minutes)</p> <p>4. Homework A. Finish your Frederick Douglass Essay Planner and Entry Task: Combining Sentences.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9) (7.W.RBPK.9) • I can determine an author's point of view or purpose in informational text (RI.7.6) (7.RI.CS.6) • I can analyze how the author distinguishes his/her position from others'. (RI.7.6) (7.RI.CS.6) • I can write informative /explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2) (7.W.TTP.2) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Frederick Douglass Essay Planner • Quote Sandwich (optional) <p><u>Protocol</u></p> <ul style="list-style-type: none"> • None 	<p><u>Work Time:</u></p> <p>Work Time A</p> <p>Reason: In this lesson, Work Time A is prioritized so that students can continue to prepare for the End of Unit 2 Assessment.</p> <p>Today, they plan their essays using the Frederick Douglass Essay Planner and review the Quote Sandwich (a writing tool they learned in Module 2).</p> <p>Notes: After planning their essay, students review the Quote Sandwich and see how it fits into the larger structure of a body paragraph.</p> <p>Consider providing both a high-end and low-end model to give students a clearer vision of success.</p>
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<p>Lesson 15 End of Unit 2 Assessment: Writing the Analysis Essay, Part 1</p> <p>Lesson Vocabulary None</p> <p>Materials:</p> <ul style="list-style-type: none"> • Document camera • Entry Task: Combining Sentences (answers, for teacher reference; one to display) • Quote Sandwich (optional; from Lesson 14; returned this lesson with teacher feedback) • Mid-Unit 2 Assessment, Part 2 (from Lesson 11; returned this lesson with teacher feedback) • New York State Grades 6–8 Expository Writing Evaluation Rubric (one per student) • Model Essay: “Telling the Truth about Slavery” (from Lesson 13; one per student) Sticky notes (one per student) • Frederick Douglass Essay Planner (from Lesson 14; one per student) • Quote Sandwich worksheet (from Lesson 14; one per student) • End of Unit 2 Assessment: Analyzing Douglass’s Purpose in Narrative of the Life of Frederick Douglass (one per student) 	<p>1. Opening A. Entry Task: Checking Combining Sentences Homework (5 minutes)</p> <p>2. Work Time A. Reviewing the Mid-Unit 2 Assessment Part 2 (10 minutes) B. Looking at the Rubric (10 minutes) C. End of Unit 2 Assessment: Writing the Essay (20 minutes)</p> <p>3. Closing and Assessment A. None</p> <p>4. Homework A. Read your independent book. There will be a check-in tomorrow</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) (7.RI.KID.1) • I can analyze how the author distinguishes his/her position from others’. (RI.7.6) (7.RI.CS.6) • I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2) (7.W.TTP.2) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4) (7.W.PDW.4) • I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9) (7.W.RBPK.9) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • End of Unit 2 Assessment, Part 1 <p>Protocol</p> <ul style="list-style-type: none"> • Concentric Circles protocol • Go, Go, Mo protocol 	<p>Work Time:</p> <p>Work Times B and C</p> <p>Reason: Work Times B and C will be prioritized. Students will start their End of Unit 2 Assessment.</p> <p>Before they begin writing, they will refamiliarize themselves with the rubric and use it to assess the Model Essay: “Telling the Truth about Slavery.”</p> <p>The rubric for this essay is the New York State Grade 6–8 Expository Writing Evaluation Rubric</p> <p><i>Notes:</i> Consider using Concentric Circles or the Go-Go-Mo protocol as students briefly review the rubric. This will allow for movement and a refresher for how their essays will be scored.</p>
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<p>Lesson 16 End of Unit 2 Assessment: Writing the Analysis Essay, Part 2</p> <p>Lesson Vocabulary None</p> <p>Materials:</p> <ul style="list-style-type: none"> • Frederick Douglass Essay Planner (from Lesson 14; one per student) • End of Unit 2 Assessment, Part 1 (from Lesson 15; students' drafts) • Quote Sandwich (from Lesson 14; one per student) • End of Unit 2 Assessment: Analyzing Douglass's Purpose in Narrative of the Life of Frederick Douglass (from Lesson 15; one to display) 	<p>1. Opening A. Entry Task (1 minute)</p> <p>2. Work Time A. End of Unit 2 Assessment: Writing the Essay (30 minutes) B. Independent Reading Check-in (14 minutes)</p> <p>3. Closing and Assessment A. None</p> <p>4. Homework A. Read your independent reading book.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) (7.RI.KID.1) • I can analyze how the author distinguishes his/her position from others'. (RI.7.6) (7.RI.CS.6) • I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2) (7.W.TTP.2) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4) (7.WPDW.4) • I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9) (7.W.RBPK.9) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • End of Unit 2 Assessment • Independent reading check-in <p>Protocol None</p>	<p>Work Time:</p> <p>Work Time A</p> <p>Reason: Work Time A will be prioritized to provide students with an opportunity to finish their End of Unit 2 Assessments.</p> <p><i>Notes: 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</i></p>
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Seventh Grade Module 3: Understanding Perspectives

Slavery--*The People Could Fly*

Unit 3 Overview: 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*, 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.

Mid-Unit 3 Assessment: Part 1. Writer’s Roundtable

This assessment centers on ELA CCSS 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.

Part 2: Sentence Structure Quiz Standards: This assessment centers on ELA CCSS L.7.1a, b, c; L.7.2a Students complete a quiz about conventions.

End of Unit 3 Assessment: Second draft of Storyboards for the Children’s Book

This assessment centers on ELA CCSS 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><u>Lesson 1</u> Introducing the Performance Task: The Children’s Book</p> <p><u>Lesson Vocabulary</u> summary, narrative, pacing, flashback, symbol</p> <p><u>Materials:</u></p> <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) • Frederick Douglass: The Last Day of Slavery (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 	<p>1. Opening A. Entry Task: Introducing the Children’s Book (10 minutes)</p> <p>2. Work Time A. Distinguishing Narrative from Summary (15 minutes)</p> <p>B. Introducing the Narrative Writer’s Toolbox (10 minutes)</p> <p>3. Closing and Assessment A. Sentence Practice (10 minutes)</p> <p>4. Homework 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.</p>	<p>Objectives</p> <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) (7.W.TTP.3) • I can use correct grammar and usage when writing or speaking. (L.7.1a and b)(7.L.CSE.1) <p><u>Ongoing Assessment</u> None</p> <p><u>Protocol</u> None</p>	<p><u>Work Time:</u></p> <p>Reason: In this lesson, students learn the difference between a narrative and a summary through Work Time A. This will make it easier for them to turn their summary of an episode from Narrative of the Life of Frederick Douglass into an engaging story.</p> <p><i>Notes: 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.</i></p>
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<p><u>Lesson 2</u> Discussing and Identifying Themes: What Makes a Good Children’s Book?</p> <p><u>Lesson Vocabulary</u> Theme</p> <p><u>Materials:</u></p> <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 	<p>1. Opening A. Entry Task: Summing It Up (15 minutes)</p> <p>2. Work Time A. Children’s Book Scavenger Hunt (20 minutes)</p> <p>3. Closing and Assessment A. Sentence Practice (10 minutes)</p> <p>4. Homework 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.</p>	<p>Objectives</p> <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)(7.W.TTP.3) • I can use correct grammar and usage when writing or speaking. (L7.1a and b)(7.L.CSE.1) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Children’s Book Scavenger Hunt <p><u>Protocol</u> None</p>	<p><u>Work Time:</u></p> <p>Work Time A</p> <p>Reason: In this lesson, Students will be conducting a Children’s Book Scavenger Hunt to begin looking closely at various (teacher selected) children’s books to evaluate the narrative techniques. (To facilitate this, go to the library and get 10–15 books).</p> <p>After reading closely, students will begin to articulate the theme of their children’s books. They then write their own theme for two of the episodes they read.</p> <p><i>Notes: You collect the Children’s Book Scavenger Hunt at the end of today’s lesson.</i></p>
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<p><u>Lesson 3</u> Preparing for the Mid-Unit Assessment: Planning the Children's Book</p> <p><u>Lesson Vocabulary</u> None</p> <p><u>Materials:</u></p> <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) 	<p>1. Opening A. Entry Task: Preparing for the Mid-Unit Assessment Part 1 (5 minutes)</p> <p>2. Work Time A. Tell a Friend (12 minutes)</p> <p>B. Writing My Children's Book Plan (23 minutes)</p> <p>3. Closing and Assessment A. Exit Ticket: Planning for the Mid-Unit Assessment Part 1 (5 minutes)</p> <p>4. Homework 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.</p>	<p>Objectives</p> <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) (7.W.TTP.3) • I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)(7.SL.CC.1) • I can use correct grammar and usage when writing or speak (L.7.1a and b)(7.L.CSE.1) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • My Children's Book Plan <p><u>Protocol</u></p> <ul style="list-style-type: none"> • Ladder to Success 	<p><u>Work Time:</u></p> <p>Work Time B</p> <p>Reason: In Work Time B, students discuss their plans for their children's book and work on creating that plan for the bulk of this lesson. 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.</p> <p>This plan is also preparing them for the Mid-Unit Assessments parts 1 and 2</p> <p><i>Notes: 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.</i></p>
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<p><u>Lesson 4</u> Mid-Unit Assessment Part 1: Writer's Roundtable</p> <p><u>Lesson Vocabulary</u> No new vocabulary</p> <p><u>Materials:</u></p> <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) 	<p>1. Opening A. Entry Task (5 minutes)</p> <p>2. Work Time A. Writer's Roundtable: Fishbowl (20 minutes) B. Writer's Roundtable: Whole Class (15 minutes)</p> <p>3. Closing and Assessment A. Writer's Roundtable: Self-Assessment (5 minutes)</p> <p>4. Homework A. Read your independent reading book. Finish the Sentence Practice homework from Lesson 3.</p>	<p>Objectives</p> <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) (7.SL.CC.1) • I can build on others' ideas during discussions. (SL.7.1) (7.SL.CC.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) (7.W.PDW.5) <p><u>Ongoing Assessment</u></p> <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 <p><u>Protocol</u> None</p>	<p><u>Work Time:</u></p> <p>Work Times A</p> <p>Reason: 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.</p> <p>For the Work Time A, Writer's Roundtable 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.</p> <p>After the Fishbowl discussion, take a few minutes to comment on what the Fishbowl group did well and where they could improve.</p> <p><i>Notes: In Work Time B, the roles are reversed and the Fishbowl students become peer observers. Assign one Fishbowl student to each group.</i></p>
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<p><u>Lesson 5</u> Mid-Unit Assessment Part 2: Beginning the Writer's Workshop</p> <p><u>Lesson Vocabulary</u> sensory details</p> <p><u>Materials:</u></p> <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) 	<p>1. Opening A. Entry Task: I Heart Revisions (10 minutes)</p> <p>2. Work Time A. Mid-Unit Assessment Part 2 (10 minutes)</p> <p>B. Sharpening Your Tools, Part 1: Show-not-Tell and Sensory Details (15 minutes)</p> <p>3. Closing and Assessment A. Beginning Your Storyboards (10 minutes)</p> <p>4. Homework 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.</p>	<p>Objectives</p> <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) (7.W.TTP.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) (7.W.PDW.4) • I can use correct grammar and usage when writing or speaking. (L.7.1a and b) (7.L.CSE.1) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Mid-Unit 3 Assessment Part 2 <p><u>Protocol</u></p> <ul style="list-style-type: none"> • Ladder to Success • Narrative Writer's Toolbox 	<p><u>Work Time:</u></p> <p>Work Time A</p> <p>Reason: The Mid-Unit Assessment of this lesson includes the assessment of L.7.1 and sentence structure. Although you are not formally teaching these skills anymore, be sure to critique grammatical errors in the first drafts of students' children's books</p> <p>In this lesson, students also begin writing the first drafts of their children's books.</p> <p><i>Notes: 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.</i></p>
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<p><u>Lesson 6</u> Writing the Children's Book: Day One</p> <p><u>Lesson Vocabulary</u> sensory language, strong action verbs, precise language, deliberately</p> <p><u>Materials:</u></p> <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 (three or more from Lesson 5; and three blank copies per student) • Peer Editing Checklist: First Draft (one per student) • I Heart Revisions worksheet (from Lesson 5) 	<p>1. Opening A. Entry Task: Sharpening Your Tools, Part 2 (15 minutes)</p> <p>2. Work Time A. Working on Storyboards (15 minutes)</p> <p>B. Peer Reviewing Storyboards (10 minutes)</p> <p>3. Closing and Assessment A. Thinking through Revisions (5 minutes)</p> <p>4. Homework A. Finish the first draft of all of your pages. There will be an independent reading check-in tomorrow. Please bring your book.</p>	<p>Objectives</p> <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) (7.W.TTP.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) (7.W.PDW.5) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Children's Book Storyboards <p><u>Protocol</u></p> <ul style="list-style-type: none"> • Praise-Question-Suggest protocol 	<p><u>Work Time:</u></p> <p>Work Time A</p> <p>Reason: Work Time A will be prioritized to give students the opportunity to begin the independent (and quiet) writing workshop.</p> <p>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.</p> <p><i>Notes: 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</i></p>
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<p><u>Lesson 7</u> Writing the Children’s Book: Day Two</p> <p><u>Lesson Vocabulary</u> Dialogue</p> <p><u>Materials:</u></p> <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 Lessons 5 and 6) 	<p>1. Opening A. Independent Reading Check-I n (10 minutes)</p> <p>2. Work Time A. Sharpening Your Tools, Part 3: Dialogue and Figurative Language (10 minutes)</p> <p>B. Working on Storyboards (20 minutes)</p> <p>3. Closing and Assessment A. Turn and Talk (5 minutes)</p> <p>4. Homework 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.</p>	<p>Objectives</p> <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) (7.W.TTP.3) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Independent reading check-in <p><u>Protocol</u> None</p>	<p><u>Work Time:</u></p> <p>Work Time B</p> <p>Reason: Work Time B will be prioritized for the second day of the writer’s workshop. Continue to allow students to work on Storyboards.</p> <p><i>Notes: 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.</i></p>
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<p><u>Lesson 8</u> Writing the Children’s Book: Day Three</p> <p><u>Lesson Vocabulary</u> thoughtful, engaging, deliberately, meaningful, inconsistent, limited, appropriate, suited</p> <p><u>Materials:</u></p> <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 Lessons 5, 6 and 7) • Frederick Douglass: The Last Day of Slavery (book; one for display; see Teaching Notes) 	<p>1. Opening A. Entry Task: Looking at the Rubric (10 minutes)</p> <p>2. Work Time A. Working on the Second Draft (25 minutes)</p> <p>3. Closing and Assessment A. Thinking about Illustrations (10 minutes)</p> <p>4. Homework 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>	<p>Objectives</p> <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) (7.W.TTP.3) • I can use correct capitalization, punctuation and spelling to send a clear message to my reader. (L.7.2) (7.L.CSE.2) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Children’s Book Storyboards <p><u>Protocol</u></p> <ul style="list-style-type: none"> • Ladder to Success 	<p><u>Work Time:</u></p> <p>Work Time A</p> <p>Reason: This is the final writer’s workshop for students, therefore, students will focus on their second draft.</p> <p>After reviewing the rubric in the opening, student will 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 <u>end of unit assessment</u></p> <p><i>Notes: 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.</i></p>
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<p><u>Lesson 9</u> End of Unit Assessment and Independent Reading Review</p> <p><u>Lesson Vocabulary</u> coordinating adjectives</p> <p><u>Materials:</u></p> <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) 	<p>1. Opening A. Entry Task: Using Commas with Adjectives (5 minutes)</p> <p>2. Work Time A. Writing a Book Review (25 minutes) B. Illustrating Your Book (12 minutes)</p> <p>3. Closing and Assessment A. Handing in Storyboards for End of Unit Assessment (3 minute)</p> <p>4. Homework 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.</p>	<p>Objectives</p> <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) (7.W.TTP.3) • I can read grade-level literary texts proficiently and independently. (RL.7.10) (7.RL.RRTC.10) • I can use correct grammar and usage when writing or speaking. (L.7.1) (7.L.CSE.1) • I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.7.2) (7.L.CSE.2) • I can express ideas with precision. (L.7.3) (7.L.KL.3) <p><u>Ongoing Assessment</u></p> <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 <p><u>Protocol</u></p> <ul style="list-style-type: none"> • Ladder to Success 	<p><u>Work Time:</u></p> <p>Work Time A</p> <p>Reason: In this lesson, for Work Time A, students write book reviews for their independent reading books. (See two separate standalone documents on EngageNY.org)</p> <p>They will also begin the illustrations for their Children's Book in Work Time B.</p> <p><i>Notes: 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.</i></p> <p><i>In Lesson 10, students will react to your feedback and write the final drafts of their stories.</i></p>
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<ul style="list-style-type: none">• My Children’s Book Plan (optional; from Lesson 3)• Peer Editing Checklist: First Draft (optional; from Lesson 6)			
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<p><u>Lesson 10</u> The Performance Task: The Children’s Book—Final Draft</p> <p><u>Lesson Vocabulary</u> None</p> <p><u>Materials:</u></p> <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) 	<p>1. Opening A. Entry Task: My Final Revisions (10 minutes)</p> <p>2. Work Time A. Writing the Final Version of the Children’s Book (25 minutes)</p> <p>3. Closing and Assessment A. Writing the Author’s Note (10 minutes)</p> <p>4. Homework A. Finish your children’s book. The final, illustrated draft will be due.</p>	<p>Objectives</p> <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) (7.W.TTP.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) (7.W.PDW.5) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4) (7.W.PDW.4) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Performance task: children’s book—final draft • Author’s note <p><u>Protocol</u></p> <ul style="list-style-type: none"> • Ladder to Success 	<p><u>Work Time:</u></p> <p>Work Time A</p> <p>Reason: This is the final lesson in this unit, therefore, Work Time A: Writing the Final Version of the Children’s Book will take up all of you class time.</p> <p>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.</p> <p><i>Notes: 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.</i></p>
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