

New York State Common Core

English Language Arts Curriculum



GRADE 7 Module 3A

Unit 3

Student Workbook

Entry Task: Introducing the Children's Book

Name:

Date:

Directions: Complete this task individually. Read the prompt and underline five important verbs that clarify what you will do for these assessments. Then complete the sentence stems at the bottom of the page.

7M.3A.3 End of Unit Assessment and Performance Task Prompt

Choose one episode from *Narrative of the Life of Frederick Douglass*. Write and plan the illustrations for a children's book that tells this story in a way that is appropriate to your audience, conveys a message that is broadly applicable to situations beyond the story, and uses language to create a powerful story. Your story should demonstrate your knowledge of the life of Frederick Douglass and of narrative techniques.

Then, revise your text and illustrate your children's book. Your **final, publishable version** will be assessed using the Module 3 Performance Task Rubric.

Learning Targets (from W.7.3, W.7.5):

- * I can write a narrative text about an event from *Narrative of the Life of Frederick Douglass* using relevant details and event sequences that make sense.
- * I can use effective narrative techniques to develop the character and events in the narrative.
- * I can provide a conclusion that reflects on the narrated experience of Frederick Douglass and connects it to a larger, more universal message.
- * With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed.

Entry Task: Introducing the Children's Book

Audience: Upper elementary school
Purpose: To retell one of the events from the life of Fredrick Douglass in an engaging and creative way.

To connect Frederick Douglass's experience to a universal human truth.

Book length: Six to eight pages (300–500 words)
Illustrations: Four (including cover)
Timing: You will have limited class time for planning, peer review, writing, and illustrating. You will be completing a portion of the work at home.

Your **Children's Book Storyboards** with a polished version of your text and a rough sketch of your illustrations will be your end of unit assessment and is due _____.

In order to be successful on this project, I will need ...

A potential problem I see is ...

How a Narrative Is Different from a Summary Reference Sheet

Example from <i>The Last Day of Slavery</i>	A Narrative ...		A Summary ...
“He hid in the woods and ate wild berries, drank water from a shallow stream.” (page 17)	Develops setting with sensory descriptive detail	Establishes context	Names setting
“In front of the fire, he cleaned Frederick’s wounds, gave him Indian corn to eat.” (page 19)	Develops character with “show-not-tell” description—using some adjectives but also nouns, strong verbs, and dialogue		Names characters and describes them with adjectives and verbs
“He knew that Frederick had to be broken soon.... Even when he sat down to eat his lunch, Covey watched him with a cold eye.” (page 13)	Describes events that illustrate the conflict, but usually does not explicitly name it	Establishes conflict	Names the conflict
There are many examples. Here is one: “While they kicked and hit each other, while they wrestled in the dirt, the slaves watched in disbelief.” (page 23)	“Shows” the most important events unfolding by using sensory description, strong verbs, and dialogue		

How a Narrative Is Different from a Summary Reference Sheet

Example from <i>The Last Day of Slavery</i>	A Narrative ...		A Summary ...
There are many examples. Here is one: “While they kicked and hit each other, while they wrestled in the dirt, the slaves watched in disbelief.” (page 23)	“Shows” the most important events unfolding by using sensory description, strong verbs, and dialogue	Climbing steps: tells the story in logical sequence Has a clear climax	Names the important points of action Uses some description and strong verbs
“When Frederick was seventeen ...” (page 13) “One day ...” (page 15) “That night ...” (page 17)	Uses transitional words like then, next, etc.		Uses transitional words like then, next, etc.
“Lying in the dark of the woods, he wished he were an animal himself: a creature with fur and claws to protect himself.” (page 17)	Focuses on thoughts and emotions of the character		Mentions thoughts and emotions of characters in passing
“When the fight was over, the breaker looked at Frederick with new eyes. Fear was in his eyes, but also respect.” (page 26) “He told himself that he would never think or act like a slave again.” (page 27)	Shows the resolution of the conflict Shows character growth Implies a theme or universal truth but usually does not explicitly say it	Provides a conclusion	Sums up the events of the story Names the resolution of the conflict Directly states character growth and change

Narrative Writer's Toolbox Anchor Chart

Tool	Possible Function

Directions: Read the following phrases. Pick the sentence that most correctly combines the phrases.

1. which was delicious

**The burrito
was full of black beans**

- a. The burrito, which was delicious, was full of black beans.
- b. The burrito was full of black beans which was delicious.

2. The burrito

**which were spilling out of it
was full of black beans**

- a. The burrito, which were spilling out of it, was full of black beans.
- b. The burrito was full of black beans, which were spilling out of it.

3. the black beans

**which were spilling out of the burrito
were spicy and delicious**

- a. The black beans, which were spilling out of the burrito, were spicy and delicious.
- b. The black beans were spicy and delicious, which were spilling out of the burrito.

4. I ate

**a burrito
one day for lunch
chips and salsa
that was full of black beans and cheese.**

- a. One day for lunch, I ate a burrito that was full of black beans and cheese and chips and salsa.
- b. One day for lunch, I ate chips and salsa and a burrito that was full of black beans and cheese.

Now you try. Combine the dependent and independent clauses below into grammatically correct sentences. Then combine them into a grammatically incorrect sentence and be prepared to explain why it is incorrect.

**5. the ant
marched along the ground
which was carrying a huge leaf**

a. Correct sentence:

b. Incorrect sentence:

**6. as he marched along the ground
the ant
stumbled a little
which was carrying a huge leaf**

a. Correct sentence:

b. Incorrect sentence:

Now you try. Combine the dependent and independent clauses below into grammatically correct sentences. Then combine them into a grammatically incorrect sentence and be prepared to explain why it is incorrect.

7. the ant

**who was spinning a web
which was marching along the ground
stumbled in front of a spider**

a. Correct sentence:

b. Incorrect sentence:

8. The ant

**the spider
which was carrying a large leaf
was attacked by
who was desperately hungry**

a. Correct sentence:

b. Incorrect sentence:

Sentence Practice Worksheet

Now you try. Combine the dependent and independent clauses below into grammatically correct sentences. Then combine them into a grammatically incorrect sentence and be prepared to explain why it is incorrect.

9. and won
an ant
fought a spider
one summer day
which was full of unusual events
who was carrying a huge leaf at the time

a. Correct sentence:

b. Incorrect sentence:

Name:

Date:

Part I

Directions: Complete this task individually.

These are the last lines of *Frederick Douglass: The Last Day of Slavery*:

“That night, while he lay by the fire, Frederick thought about his mother. He remembered how she had walked all night, across the frozen fields, just to hold him. He told himself that he would never think or act like a slave again. He promised his mother that one day he would escape, that all slaves would be free. Frederick looked up into the sky and saw the moon drifting through the clouds. After the moon came a star, pale and far off, but burning in the sky.”

1. What is the theme that Frederick reflects on in these last few lines?

2. The star that he sees “pale and far off but burning” is symbolic to him. What does the star represent to Frederick?

Entry Task: Summing It Up

Part II

Directions: With a partner, articulate **a thematic statement** for two of the episodes we read as a class.

Episode:	Episode:
That night, while he lay by the fire, Frederick thought ... He told himself that ...	That night, while he lay by the fire, Frederick thought ... He told himself that ...

Children's Book Scavenger Hunt

Name: _____

Date: _____

I. Scavenger Hunt

Directions: Read the children's book provided and answer the questions in the first column. Then look for the author's use of narrative techniques. When you find evidence of one, note it in the third column.

Book Title: _____

Elements of a story	Can you find ...?	Example from text (with page number)
What is the setting?	... one sensory detail that helped you imagine the setting?	
Who is the main character?	... when the author shows you a character trait instead of just telling you?	
What is the central conflict?	... where the author shows you the conflict instead of telling you?	
What happens in the story?	... a strong verb ? ... an example of dialogue ? ... three vivid words or precise adjectives ?	
Does the author show what the characters think or feel?	... one thought-shot?	
What is the resolution?	... some concluding sentences that lead the reader to the thematic statement that the story is implying?	

II. Zooming in

Directions: Think for a moment about where the author zoomed in on the action or characters and where the author did not.

1. Describe one event the author zoomed in on. Why is this event important enough to zoom in on? What tools did the author use to magnify this event?

2. Describe a place that the author paused to give the reader a thought-shot. Why was it important for us to know the thoughts of the character at this time?

3. Describe one event the author moved quickly over. Why is this event not important enough to zoom in on?

III. Looking at Pictures

Directions: Now spend a few minutes looking at the pictures. Pick one illustration to focus on. What do you notice? Why? What part of the text did this author choose to illustrate? Make some notes for yourself below. Be prepared to share out with a partner.

IV. Tell a Friend (you'll do this in the next lesson)

Directions: Now share what you found with your small group. Start with these sentence stems:

My story was powerful/was not powerful because ...

I noticed that the author of this book ...

Children's Book Scavenger Hunt

As you discuss, use this as an opportunity to practice using these sentence stems that can help you on your mid-unit assessment.

Questions to encourage discussion:

Why did you think ...?

Did you consider ...?

Could you explain your thinking about ...?

I hear you saying.... Is that right?

Respectful responses that encourage discussion:

I'm glad you said ...

I hadn't thought of ...

I see it differently because ...

I hear you saying ... and now I think ...

Putting Sentences Together

Name:

Date:

Directions: Using the collections of phrases and sentences below, make a least three grammatically correct sentences. You can add words, rearrange existing words, or change verbs tense if you need to.

Model: Dog,
getting on my nerves,
barking

The dog, which was barking, was getting on my nerves.

The barking dog was getting on my nerves.

The dog, which was getting on my nerves, wouldn't stop barking.

Because he was barking, the dog was getting on my nerves.

Combining phrases: Day,
sunny,
was starting to get cloudy

There was someone

He looked

down the hall

didn't recognize

Combining sentences: Frederick learned to read.
Reading opened up a whole new world to him.
Frederick got a taste of freedom.

Frederick devised a daring plan.

It was a plan full of danger.

The plan filled him with hope.

Entry Task: Preparing for the Mid-Unit Assessment Part 1

Name:

Date:

Directions: Please complete this task individually. Read over the assessment prompt and criteria. Then answer the questions below.

7M.3A.3 Mid-Unit Assessment Prompt

Tomorrow you will participate in a Writer's Roundtable. You will present your Children's Book Plan to the group and talk about the questions and concerns you have. This will be an excellent chance for you to get feedback on your Children's Book Plan so far. You will also help your fellow classmates by critiquing their plans thoughtfully. In addition, it will demonstrate how well you can reach the following learning targets:

- * I can effectively engage in discussions with diverse partners about seventh grade topics, texts, and issues.
- * I can follow rules for collegial discussions and track my progress toward a specific goal.
- * I can pose questions that elicit elaboration and respond to the questions and comments of others with relevant observations.
- * I can acknowledge new information expressed by others and, when warranted, modify my own views.

Entry Task: Preparing for the Mid-Unit Assessment Part 1

Speaking and Listening Criteria

What it will look like when I reach the learning targets:	Sentence stems that may help me:
___ Asks relevant, helpful questions that elicit elaboration	Why did you think ...? Did you consider ...?
___ Seeks to clarify and understand other perspectives, especially when they differ from one's own	Could you explain your thinking about ...? I hear you saying... Is that right? Do you agree that ...?
___ Makes helpful observations about another's work	I hear you saying ... I see you have ... A real strength of this part is ... This part needs a little work because ...
___ Seeks out and respectfully acknowledges others' ideas	I'd like to hear your thoughts on ... I'm glad you said ... I hadn't thought of ... I see it differently because ...
___ Does not dominate conversation	I'd like to hear your thoughts on ...

Entry Task: Preparing for the Mid-Unit Assessment Part 1

1. What will you need to do to be successful in the group discussion tomorrow?

2. What are some potential pitfalls? How will you avoid them?

The Ladder to Success Anchor Chart

**Children's Book
Final Version—Publishable!
Performance Task**

Teacher Feedback

I Heart Revision
Check-in

Begin Final
Illustrations

**Children's Book Storyboards
Second Draft
End of Unit Assessment**

Self-Assessment
with the Rubric

I Heart Revision
Check-in

**Children's Book Storyboards
Second Half—First Draft**

Peer Edit

I Heart Revision
Check-in

**Children's Book Storyboards
First Half—First Draft**

Writer's Roundtable
Mid-Unit
Assessment
Part 1

I Heart Revision
Check-in

My Children's Book Plan

Excerpt Analysis Note-catcher

My Children's Book Plan

Name: _____

Date: _____

Directions:

Now you will plan your children's story. When you begin writing, you will use this plan as a guide. However, you will probably make small adjustments as you write. As you plan, think carefully about where you will zoom in and be more detailed; do it deliberately and only in moments of the story that need to be examined closely. You may have six to eight pages in your book. You must have at least five pages planned for the Writer's Roundtable tomorrow.

Gist of the story:
Thematic statement

Page number	Gist of the text * Narrative tool I will use	Gist of illustration (Remember: Not every page needs an illustration. Choose the pages that best lend themselves to images.)	Step on the narrative arc
<i>Model</i>	<p><i>Douglass was born on a plantation. He didn't know his mother.</i></p> <p><i>* Sensory details: slept with "miserable blankets" on a "cold, damp floor"</i></p> <p><i>* Showing character traits: mother walking all night</i></p>	<p><i>FD as a baby with a shadowy, blurry image of his mother standing over him</i></p>	<p><i>Establishing context—setting, character, and central conflict</i></p>

My Children's Book Plan

Page 1			
Page 2			
Page 3			
Page 4			

My Children's Book Plan

Page 5			
Page 6			
Page 7			

My Takeaway from the Writer's Roundtable (do this during discussion tomorrow)

Exit Ticket: Planning for the Mid-Unit Assessment Part 1

Name:

Date:

How confident are you in your children’s book plan? Why?

What are you still unclear about? How could talking it over with your peers help address your concerns?

Exit Ticket: Planning for the Mid-Unit Assessment Part 1

What five questions will you ask your group tomorrow? Here are some examples to get you started (you may use these example questions—they're useful!):

- I'm thinking of zooming in on these moments. Do they seem critical to the story?
- What pages should have an illustration?
- Is my thematic statement appropriate to the story?

1.

2.

3.

4.

5.

Sentence Practice Homework

Name:

Date:

Directions: Use this practice sheet to help you prepare for the Mid-Unit 3 Assessment Part 2.

Reading Complex Sentences

1. When we got halfway to St. Michael's, while the constables in charge were looking ahead, Henry inquired of me what he should do with his pass.

Underline the main clause of the sentence.

2. We were spreading manure; and all at once, while thus engaged, I was overwhelmed with an indescribable feeling, in the fullness of which I turned to Sandy, who was nearby, and said, "We are betrayed!"

Underline the main clause of the sentence

Which noun does the phrase "who was nearby" modify?

3. During the scuffle, I managed—I know not how—to get my pass out and, without being discovered, put it into the fire.

Underline the main clause of the sentence.

The phrase "without being discovered" modifies which phrase: "out into the fire" or "I know not how"?

Writing Complex Sentences

1. Combine these three phrases into a grammatically correct sentence:

Frederick Douglass was a runaway slave
who wrote an autobiography
Frederick Douglass was a passionate abolitionist

2. Combine these phrases into a grammatically correct sentence:

Mrs. Auld surprised Frederick by looking at him kindly
who had never owned slaves before

Sentence Practice Homework

3. Combine these three sentences into a grammatically correct sentence:

A slave who tried to run away faced many dangers

Some of the dangers a slave faced were crossing treacherous terrain, being chased by
bloodthirsty dogs

and starving to death

Many slaves didn't dare to run away

Sentence Practice Homework

Correct the following sentences. (Note: There is more than one correct answer.)

1. Frederick saw slaves being beaten, this changed his life and made him wonder how human beings could treat each other this way.

2. When he escaped to the North, Frederick was amazed at the people and the kindness they offered, who were so hard working.

3. Frederick was dizzy and hot but he knew if he didn't get up.

Sentence Practice Homework

4. **Because many slaves were terrified of being caught.**

5. **When a slave sings, it is not because he is happy and carefree. But because he has no other way to express his deep sadness.**

Writer's Roundtable: Peer Observation

Name:

Date:

<p>Student Name and Date:</p> <p>Notes/Comments:</p>	<p>Criteria:</p> <p>___ Asks relevant, helpful questions that elicit elaboration</p> <p>___ Makes thoughtful observation about another's work</p> <p>___ Seeks out and respectfully acknowledges others' ideas</p> <p>___ Seeks to clarify other perspectives, especially when they differ from one's own</p> <p>___ Does not dominate conversation</p>
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<p>Student Name and Date:</p> <p>Notes/Comments:</p>	<p>Criteria:</p> <p>___ Asks relevant, helpful questions that elicit elaboration</p> <p>___ Makes thoughtful observation about another's work</p> <p>___ Seeks out and respectfully acknowledges others' ideas</p> <p>___ Seeks to clarify other perspectives, especially when they differ from one's own</p> <p>___ Does not dominate conversation</p>
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Writer's Roundtable: Peer Observation

<p>Student Name and Date:</p> <p>Notes/Comments:</p>	<p>Criteria:</p> <p><input type="checkbox"/> Asks relevant, helpful questions that elicit elaboration</p> <p><input type="checkbox"/> Makes thoughtful observation about another's work</p> <p><input type="checkbox"/> Seeks out and respectfully acknowledges others' ideas</p> <p><input type="checkbox"/> Seeks to clarify other perspectives, especially when they differ from one's own</p> <p><input type="checkbox"/> Does not dominate conversation</p>
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Mid-Unit 3 Assessment Part 1: Writer’s Roundtable: Self-Assessment

Name:

Date:

Directions: As you participate in the Writer’s Roundtable today, please track the kinds of comments and questions you are asking. For each comment, put a checkmark next to each criteria you are addressing. A good way to gauge if you are dominating the conversation is if you have many checkmarks for each criteria. If you notice this happening, invite others into the conversation.

Speaking and Listening Criteria

Criteria	Sentence stems that may help me:
___ Asks relevant, helpful questions that elicit elaboration	Why did you think ...? Did you consider ...?
___ Seeks to clarify and understand other perspectives, especially when they differ from one’s own	Could you explain your thinking about ...? I hear you saying.... Is that right? Do you agree that ...?
___ Makes helpful observation about another’s work	I hear you saying ... I see you have ... A real strength of this part is ... This part needs a little work because ...
___ Seeks out and respectfully acknowledges others’ ideas	I’d like to hear your thoughts on ... I’m glad you said ... I hadn’t thought of ... I see it differently because ...
___ Does not dominate conversation	I’d like to hear your thoughts on ...

Entry Task: I Heart Revisions

Name: _____

Date: _____

Directions: A vital part of the writing process is feedback and revision. You will have several opportunities to revise your children’s book. This chart will help you track your feedback and subsequent plans for revision. It will also help you demonstrate how well you have reached the following learning target:

With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed.

Revision Point 1: Writer’s Roundtable

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

Entry Task: I Heart Revisions

Revision Point 2: Partner Read

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

Revision Point 3: Myself

Date

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

Entry Task: I Heart Revisions

Revision Point 4: Teacher Feedback

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

Mid-Unit 3 Assessment Part 2
Sentence Structure Quiz

Name:

Date:

Part I. Reading Complex Sentences

Directions: Read the following sentences and answer the questions that follow.

1. Colonel Lloyd kept a large and finely cultivated garden, which afforded almost constant employment for four men, besides the chief gardener, Mr. M'Durmond.
 - a. Underline the main clause of the sentence.
 - b. What does the phrase that begins "which afforded almost constant employment for four men" modify?

2. Its excellent fruit was quite a temptation to the hungry swarms of boys, as well as to older slaves, few of whom had the virtue or the vice to resist it.
 - a. Underline the main clause of the sentence.
 - b. What two nouns does the phrase that begins "few of whom" modify?

Part II: Writing Complex Sentences

1. Combine the two sentences below into one sentence. You may change words but not meaning.
I have had two masters.
My first master was called Captain Anthony.

Mid-Unit 3 Assessment Part 2
Sentence Structure Quiz

2. Combine the ideas below into one sentence. You may rearrange the order of the phrases and change words but not meaning.

One morning in September
Anthony was in ninth grade
He slept late
He missed the bus

Part III: Correcting Sentences

Directions: Make the sentences below into correctly written complete sentences. You may add or change words and punctuation.

1. The slaves on the plantation are hardworking. And get little sleep.

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

Mid-Unit 3 Assessment Part 2
Sentence Structure Quiz

3. Slaves are treated poorly, they are always blamed for things that are not really their fault, they suffer from lack of food and clothing.

4. One slave Frederick Douglass.

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

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

From *Frederick Douglass: The Last Day of Slavery*:

Frederick Douglass was born a slave.

He never knew his father and saw his mother only a few times. She walked all night through freezing woods, across fields burned white by the moon.

She walked all night just to hold him.

Frederick remembered her face for the rest of his life: dark skin and warm eyes, a mouth that broke into a loving smile.

1. What sensory details establish setting?

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

3. Mr. Miller, the author, could have told us that Frederick's mother was kind. Instead he *showed* she was kind (an adjective) by using nouns and verbs. What verb shows she is kind? What nouns?

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

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

Children's Book Story Board

Name:

Date:

First draft of text

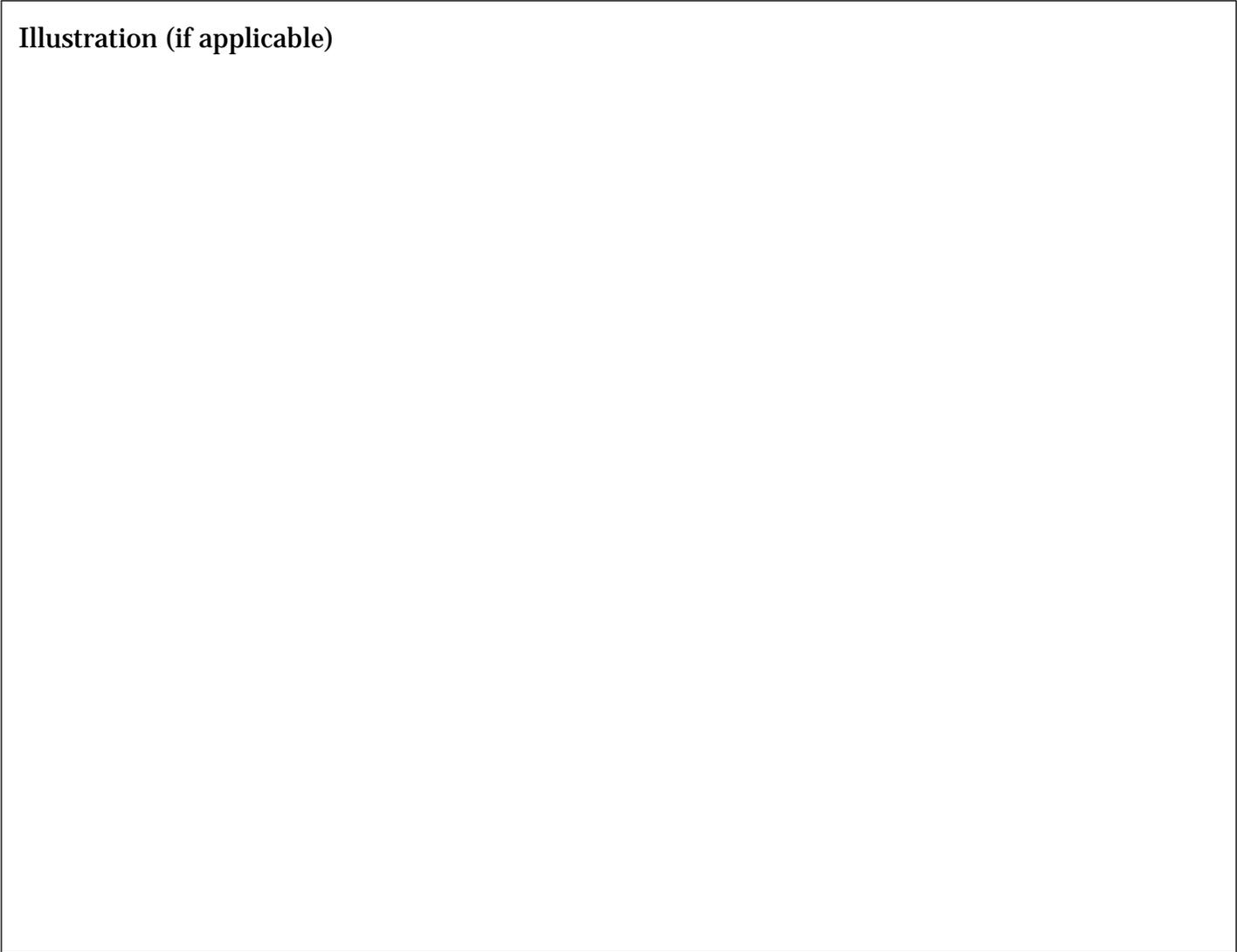
Second draft of text

Children's Book Story Board

Directions: Plan what each page of your story will look like. The illustration can be a rough sketch. The text should be carefully planned, revised, and finalized before you turn it in for the end of unit assessment.

Page Number: Teacher Feedback:

Illustration (if applicable)



Entry Task: Sharpening Your Tools, Part 2

Name:

Date:

Directions: Read the following paragraphs. They both narrate the same event from *The Last Day of Slavery*.

Version 1

One day, Frederick was working in the tobacco barn. It was a hot day, and he soon grew tired. Dizzy and sick, he stumbled into the light, fell down beneath an oak tree. The breaker told Frederick to get up and finish his work. Frederick tried to explain, but Covey wouldn't listen. Frederick felt the blow of the hickory stick against his head. The breaker hit him again and again, until he crawled into the barn.

Version 2

One day, Frederick was in the barn. He got really sick. Covey got mad and yelled at him. Frederick couldn't get up so Covey hit him a lot. Frederick got away.

1. Which version do you think is more clear and vivid, and better helps the reader understand what is happening? Why?

2. Which narrative tools do you see the author using in these paragraphs?

Sharpening Your Tools: Side-by-Side Comparison

Version 1	Version 2	
<p>One day, Frederick was working in the tobacco barn.</p>	<p>One day, Frederick was in the barn.</p>	<p>Precise description: tobacco</p> <p>Strong action verb: working</p>
<p>It was a hot day, and he soon grew tired. Dizzy and sick, he stumbled into the light, fell down beneath an oak tree.</p>	<p>He got really sick.</p>	<p>Sensory word: hot</p> <p>Precise description: dizzy, oak tree</p> <p>Strong verb: stumbled</p>
<p>The breaker told Frederick to get up and finish his work.</p>	<p>Covey got mad and yelled at him.</p>	<p>Precise description: breaker</p> <p>Strong verb: get up and finish</p>
<p>Frederick tried to explain, but Covey wouldn't listen. Frederick felt the blow of the hickory stick against his head.</p>	<p>Frederick couldn't get up so Covey hit him a lot.</p>	<p>Strong verb: wouldn't listen</p> <p>Strong verb: felt the blow</p> <p>Precise description: hickory stick</p>
<p>The breaker hit him again and again, until he crawled into the barn.</p>	<p>Frederick got away.</p>	<p>Strong verb: crawled</p>

A Short List of Strong Verbs

General verbs	Vivid verbs
work	toil, labor, struggle, strain
like	admire, adore, appreciate, cherish, be fond of, worship
dislike	abhor, abominate, avoid, condemn, deplore, despise, detest, disapprove, hate, loathe, resent, scorn, shun
hit	beat, knock, box, bump, slap, whack, bang
run	dart, dash, jog, lope, scamper, scurry, sprint
said	whispered, sputtered, squeaked, stammered, demanded, begged, interrupted, insisted, murmured, uttered, mumbled, cried, roared, proposed
walk	amble, hike, march, plod, saunter, stroll, stride, trek, trudge
want	wish, crave, long for, yearn, hunger

Peer Editing Checklist: First Draft

Author's Name:

Editor's Name:

Directions: Read your partner's page carefully. Then fill out the checklist below. Not every page will have all the items on the list. Write your specific feedback in the space below.

Page #: _____

_____ Uses powerful language that is precise, relevant, and descriptive

_____ The text "shows" the action rather than "tells" by using:

_____ sensory description _____ strong verbs _____ precise, vivid word choice _____ dialogue

_____ Language is appropriate for audience

_____ Uses a variety of sentence types

_____ Follows narrative arc

_____ Page 1 or 2: establishes context (setting, characters, and conflict)

_____ Pages 2–5: uses transitional words to explain the logical sequence of events

_____ Last page: provides a thought-provoking and relevant reflection on a universal truth

Praise:	Questions:	Suggestions:

Peer Editing Checklist: First Draft

Page #: _____

_____ Uses powerful language that is precise, relevant, and descriptive

_____ The text “shows” the action rather than “tells” by using:

_____ sensory description _____ strong verbs _____ precise, vivid word choice _____ dialogue

_____ Language is appropriate for audience

_____ Uses a variety of sentence types

_____ Follows narrative arc

_____ Page 1 or 2: establishes context (setting, characters, and conflict)

_____ Pages 2–5: uses transitional words to explain the logical sequence of events

_____ Last page: provides a thought-provoking and relevant reflection on a universal truth

Praise:	Questions:	Suggestions:

Independent Reading Check-in

Name:

Date:

Directions: Complete this task individually. Look back through the pages you've recently read and pick a short passage (three or four sentences) where you can see the narrative tools at work. Copy the passage into the left-hand column. Then write a blander, less engaging version of the text that has no narrative tools in the right-hand column.

Original passage	Less vivid version

1. Explain why you picked this passage. What narrative technique do you see?

2. Why did the author zoom in here? Explain the overall significance of this character or event.

Sharpening Your Tools, Part 3: Dialogue and Figurative Language

Version 1

“What are you doing?!” demanded Mr. Auld as he walked in on Mrs. Auld teaching Frederick his ABC’s.

“I’m teaching little Freddy here his ABC’s. Did you know this poor young man doesn’t even know his ABC’s? Imagine such a thing!”

“No, YOU imagine! Wife, do you know what would happen if you teach this slave to read? Why ... he’ll get ideas! Dangerous ideas! He would be unfit to be a slave. He’ll be unhappy with his God-given role. Do you want that? Wife, you have forgotten that this is not a young man, this is a slave! Now stop this at once!”

Mrs. Auld’s eyes filled with tears. “I was just trying to help!” she cried as she fled from the room.

That changed everything. It was if a light had been switched off in Mrs. Auld’s heart. She grew suspicious of Frederick and instead of looking for ways to be kind to him, she tried to catch him being disobedient. If she saw him looking at a newspaper she would snatch it away, slap his hand, and begin shrieking about the ingratitude of slaves. Frederick missed his kind mistress.

Version 2

However, the experience of owning a slave soon corrupted her. On day her husband came home and saw her trying to teach Frederick his letters. Her husband forbade her from teaching Frederick to read, saying that it spoiled a slave to learn to read. She then turned into a “demon” and began to watch his every move. When she caught him holding a newspaper she would snatch it away and yell at him.

Sharpening Your Tools, Lesson 3: Dialogue and Figurative Language

Version 3

“What are you doing?!” demanded Mr. Auld as he walked in on Mrs. Auld teaching Frederick his ABC’s.

“What do you mean?” Mrs. Auld asked innocently.

“I mean, what are you doing right now?” Mr. Auld insisted. Frederick looked around nervously like a cat stuck in a tree.

“I’m teaching little Freddy here his ABC’s. Did you know this poor young man doesn’t even know his ABC’s? Imagine such a thing!”

“You’re teaching him what?” Mr. Auld was so angry he could barely speak. It was as if his tongue was tied.

“His ABC’s.”

“His ABC’s! Why ... why ...” Mr. Auld sputtered out like an old car engine.

“I mean to have no learning, imagine!” Mrs. Auld continued, oblivious to her husband’s feelings.

“No, YOU imagine! Wife, do you know what would happen if you teach this slave to read? Why ... he’ll get ideas! Dangerous ideas! He would be unfit to be a slave. He’ll be unhappy with his God-given role. Do you want that? Wife, you have forgotten that this is not a young man, this is a slave! Now stop this at once!”

“What? What do you mean?”

“You know what I mean! Are you an idiot? You can’t teach a slave to read. I can’t say it any clearer!”

Mrs. Auld’s eyes filled with tears like a waterfall. “I was just trying to help!” she cried as she fled from the room.

Entry Task: Looking at the Rubric

Name:

Date:

Directions: Complete this task individually. Read through the each column. Underline the two most important words in each box.

Children’s Book Based on Frederick Douglass Rubric (7M3A Performance Task)

	3	2	1
Content	<p>The author demonstrates an understanding of the characters and events in <i>Narrative of the Life of Frederick Douglass</i>.</p> <p>The story is appropriate for children.</p>	<p>The author demonstrates a limited understanding of the characters and events in the <i>Narrative</i>.</p> <p>The story is somewhat appropriate for children.</p>	<p>The author demonstrates little understanding of the characters and events in the <i>Narrative</i>.</p> <p>The story does not seem particularly suited to any specific audience.</p>

Children’s Book Based on Frederick Douglass Rubric (7M.3A Performance Task)

	3	2	1
Narrative techniques	<p>The author uses narrative tools (such as strong verbs, show-not-tell details, precise word choice, dialogue, etc.) thoughtfully and deliberately to make an engaging story where the meaning is clear to the reader.</p> <p>The story follows the narrative arc, including establishing setting, following a logical sequence of events, and providing a conclusion.</p> <p>The story concludes with thoughtful and engaging thematic statement.</p>	<p>The author uses the narrative tools somewhat appropriately but inconsistently.</p> <p>The story follows the narrative arc.</p> <p>The story concludes with a thematic statement.</p>	<p>The author uses very few narrative tools or uses them indiscriminately, without a clear connection to the story.</p> <p>The story does not include all the steps on the narrative arc.</p> <p>The story concludes with a confusing thematic statement or the thematic statement is missing.</p>

Children’s Book Based on Frederick Douglass Rubric (7M.3A Performance Task)

	3	2	1
Conventions	The story follows the written conventions appropriate for seventh grade with special attention to sentence structure, spelling, and comma use.	The story follows the written conventions appropriate for seventh grade inconsistently especially in these areas: sentence structure, spelling, and comma use.	The story does not follow the written conventions appropriate for seventh grade especially in these areas: sentence structure, spelling, and comma use.
Revisions	The author used feedback from others and the writing process to make meaningful revisions.	The author used feedback from others and the writing process to make limited revisions.	The author did not use feedback from others or the writing process to make meaningful revisions.

Entry Task: Using Commas with Adjectives

Name:

Date:

Directions: Punctuate these sentences correctly.

1. The sweet frosty milkshake was delicious.
2. The noise of the freeway was loud relentless and depressing.
3. I knew the electricity was out because the school hall was dark cold and deserted
4. The shiny electric car was driving down the winding curvy road.
5. I pulled on a thick cotton sweater and went outside into the crisp fall day.
6. The cheerful store clerk described the sales to me in a voice that was enthusiastic melodic and frankly a little creepy.

Entry Task: Using Commas with Adjectives Answer Key

Directions: Use this answer key to check your work.

1. The sweet, frosty milkshake was delicious.
2. The noise of the freeway was loud, relentless, and depressing.
3. I knew the electricity was out because the school hall was dark, cold, and deserted.
4. The shiny electric car was driving down the winding, curvy road.
5. I pulled on a thick cotton sweater and went outside into the crisp fall day.
6. The cheerful store clerk described the sales to me in a voice that was enthusiastic, melodic and, frankly, a little creepy.

End Of Unit 3 Assessment: Self-Assessment of My Draft Storyboard

Directions: Today you are turning in your second draft of your Storyboard as your End of Unit 3 Assessment. Please answer the questions below about your second draft of your Storyboard.

One thing I think I did well in the second draft of my story was....

One lingering question/ or concern I have that I would like my teacher's help on is...

Now create a packet that includes the following:

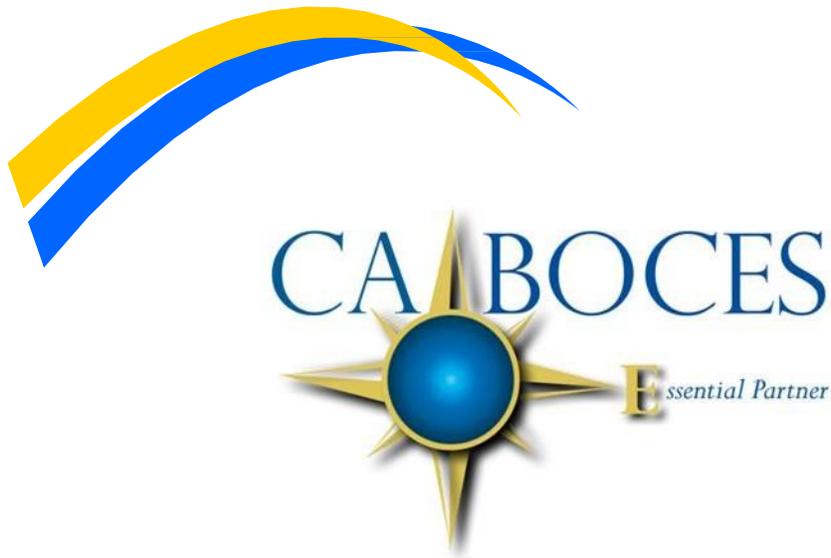
- ___ Self-Assessment (this piece of paper)
- ___ Entry Task: Looking at the Rubric (handout from Lesson 8)
- ___ I Heart Revisions (last added to in Lesson 8)
- ___ Children's Book Storyboards—with first and second draft of text and a sketched out illustration idea on each page.

	3	2	1	Teacher Feedback
Content				
Narrative Techniques				
Conventions				
Revisions				

Overall comment:

Entry Task: My Final Revisions

1. Read through your storyboards from start to finish and look at the teacher feedback.
2. Stop and think about what you would like to revise for the final draft of your children's story.
3. Write a short paragraph describing the feedback you received and your plan for revision on the I Heart Revisions worksheet.



Learning Resources
CoSer 501
Educational Media

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