



EXPEDITIONARY  
LEARNING

# **Grade 3: Module 1: Unit 3: Lesson 15**

## **Editing and Publishing: Accessing Books around the World Informative Paragraph**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)</p> <p>I can use conventions to send a clear message to my reader. (L.3.2)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> <li>• I can write a final draft that reflects craftsmanship.</li> <li>• I can use correct capitalization in my writing.</li> <li>• I can use correct end punctuation in my writing.</li> <li>• I can spell grade-appropriate words correctly.</li> <li>• I can use resources to check and correct my spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Final published paragraph</li> </ul>

Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening <ol style="list-style-type: none"> <li>A. Engaging the Writer (5 minutes)</li> </ol> </li> <li>2. Work Time <ol style="list-style-type: none"> <li>A. Mini Lesson: Editing Conventions (5 minutes)</li> <li>B. Application: Editing Conventions (20 minutes)</li> <li>C. Mini Lesson: Craftsmanship (5 minutes)</li> <li>D. Publishing Paragraphs, Part 1 (20 minutes)</li> </ol> </li> <li>3. Closing and Assessment <ol style="list-style-type: none"> <li>A. Debrief (5 minutes)</li> </ol> </li> <li>4. Homework <ol style="list-style-type: none"> <li>A. Ideally, students will finish editing their writing at school; however, if students need more time to complete the task, they may take their writing home to complete.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Ensure that you have completed a Conventions checklist for each student. This is essential for Work Time Part C.</li> <li>• Bookmark Publication Tip: Students may write their final published paragraphs on a standard-sized piece of paper, which can then be reduced in size on a photocopier to match the size of the bookmark cardstock.</li> </ul>



Lesson Vocabulary	Materials
correct, grade-appropriate, resources, reflect, check, handwriting, craftsmanship, capitalization, ending, punctuation, publish	<ul style="list-style-type: none"><li>• Students' paragraph drafts with revisions</li><li>• Accessing Books around the World Paragraph Conventions Checklist (from Lesson 12; for teacher use)</li><li>• Final draft paper</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Engaging the Writer (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Recap the writing journey students have been on with their Accessing Books around the World bookmarks. They have planned, drafted, and revised their paragraphs. Today is an editing day, which means students correct spelling, punctuation, and capitalization of their writing.</li><li>• Distinguish editing from revision. Refer to the supporting targets of the lesson, clarifying the words <i>capitalization</i>, <i>spell</i>, <i>resources</i>, and <i>punctuation</i>.</li><li>• Remind students that when they edit their writing for these conventions, their work reflects <i>craftsmanship</i> which is another word for care and quality in presentation.</li><li>• Tell students they will rewrite their final paragraphs using their most careful handwriting when they have finished editing. This is also an element of craftsmanship.</li></ul>	<ul style="list-style-type: none"><li>• Consider providing nonlinguistic symbols to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year.</li><li>• ELLs can enter <i>craftsmanship</i> into their personal dictionaries or vocabulary logs.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Mini Lesson: Editing Conventions (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Model for students how to use the <b>Accessing Books around the World Paragraph Conventions Checklist</b> and their draft writing to edit their spelling, capitalization, and punctuation.</li> <li>First, model for students about how writers read through their drafts to identify words that are misspelled. Model for students how they should mark these words and then find the correct spelling for their words from classroom resources: on word walls, in dictionaries, on vocabulary cards, or in the texts used throughout the module. Sometimes students may need someone to simply correct the spelling of words that third-graders do not need to know how to spell on their own.</li> <li>Invite students to share the rules for capitalization (i.e., start of sentences and proper nouns). Next, model how to search for capital letters at the start of sentences and with names of specific people and places. Support students by identifying places in their writing where they need to add capital letters before they begin editing independently.</li> <li>Discuss end punctuation. Remind students that punctuation marks are important signals that help readers know when to slow down, stop, or read with expression. Students should be on the lookout for places where they need to include a period, question mark, or exclamation point in their paragraphs. Support students by identifying places in their writing where they need to add ending punctuation before they begin editing independently.</li> </ul>	<ul style="list-style-type: none"> <li>Consider providing nonlinguistic symbols on the Conventions checklist to support students.</li> <li>Students needing additional support will benefit from a few targeted areas for editing marked on their paragraphs.</li> <li>During Work Time, pull small, targeted needs-based groups of students as required.</li> </ul>
<p><b>B. Application: Editing Conventions (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Students spend 20 minutes of this session editing their writing for correct capitalization, spelling, and punctuation. Remind students to use their Conventions checklists to identify what they need to work on. Confer with students and offer support and guidance as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Refer to a nonlinguistic symbol for <i>craftsmanship</i> to assist ELLs in making the connection.</li> </ul>
<p><b>C. Mini Lesson: Craftsmanship (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Briefly review the word <i>craftsmanship</i>. Remind students that work that shows craftsmanship is neatly and carefully created. This is important because the reader needs to be able to understand our writing. Show students a final handwritten paragraph and invite them to Pair-Share what they notice about the craftsmanship of a published paragraph. Connect the word <i>publish</i> to the writing process vocabulary used throughout the unit. Track students' ideas about craftsmanship on an anchor chart titled: When Writers Show Craftsmanship, What Do They Do?</li> <li>Suggested ideas for the chart include: <ul style="list-style-type: none"> <li>* Put spaces between their words</li> <li>* Use their neatest handwriting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>ELLs may require extended time for completion of task and use of a bilingual dictionary.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>D. Publishing Paragraphs, Part 1 (20 minutes)</b></p> <ul style="list-style-type: none"><li>Students write their final revised and edited paragraphs onto a new sheet of paper, attending to the elements of craftsmanship generated during the lesson. Confer with students and provide feedback and guidance as needed.</li></ul> <p><i>Note: Students will also have 15 minutes in the next session will to continue publishing their paragraphs.</i></p>	<ul style="list-style-type: none"><li>ELLs may need extended time to write their hooks.</li></ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>Invite students to pair share their successes and challenges connected to craftsmanship:<ul style="list-style-type: none"><li>* “What are you most proud of?”</li><li>* “What was challenging for you?”</li></ul></li></ul>	<ul style="list-style-type: none"><li>Post a sentence starter and model to assist as students participate in discussion: “I am most proud of _____” and “Writing neatly is a challenge for me because _____.”</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>Ideally, students will finish editing their writing at school; however, if students need more time to complete the task, they may take their writing home to complete.</li></ul> <p><i>Note: Photocopy students' writing before they take it home to ensure a backup copy if needed.</i></p>	

There are no new supporting materials for this lesson.