



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 3: Lesson 9

Final Revision: Using Feedback and Criteria



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write an informative/explanatory text that conveys ideas and information clearly. (W.3.2)
 I can use conventions to send a clear message to my reader. (L.3.1)
 I can use coordinating and subordinating conjunctions. (L.3.1h)
 I can write simple, complex, and compound sentences. (L.3.1i)
 I can express ideas using carefully chosen words. (L.3.3)
 I can produce writing that is appropriate to task and purpose (with support). (W.3.4)
 I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)

Supporting Learning Targets

- I can use feedback and criteria to strengthen my Freaky Frog research-based narrative paragraph (back side of card).

Ongoing Assessment

- Drafts of student writing with evidence of revision based on rubric.

Agenda

1. Opening
 - A. Engaging the Writer: Read-Aloud of Freaky Frog Trading Card (5 Minutes)
 - B. Unpacking the Learning Target (5 minutes)
2. Work Time
 - A. Review Freaky Frog Research-Based Narrative Rubric and Set Revision Goal (10 minutes)
 - B. Student Work Time: Choice Revision (35 minutes)
3. Closing and Assessment
 - A. Debrief: Reflection on Revision Goal (5 minutes)
4. Homework

Teaching Notes

- In Lesson 7, students completed an exit ticket about their successes and challenges in writing their first draft.
- Exit tickets serve as a formative assessment of what students self-identify as difficult. Combined with completed rubric, exit tickets provide information about students' needs. Consider using this information to pull a smaller group of students for targeted instruction based on what they identified as challenging with their writing.
- This lesson focuses on revising the paragraph side of the trading card, since the CCSS focus is on paragraph writing. Consider adding more time for students to revise the front side as well.



Lesson Vocabulary	Materials
feedback, criteria, strengthen	<ul style="list-style-type: none">• Model Freaky Frog Trading Card paragraph (from lesson 5; one to display)• Freaky Frog Research-Based Narrative rubric (with teacher feedback about Freaky Frog Narrative Paragraph; one for each individual student)• Revision Goal recording form (one per student)• Freaky Frog Narrative Paragraphs (written by students in Lessons 7 and 8)

Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Read-aloud of Model Freaky Frog Trading Paragraph (5 minutes)</p> <ul style="list-style-type: none">• Explain to students that they are close to completing both sides of their trading card. Say: “We have looked at your narrative paragraph many times, but today let’s take a look at it one more time. This time, think about what does this card show what we have learned about writing?”• Project on document camera and read aloud the narrative paragraph of the Model Freaky Frog Trading Card. Give students a minute to talk with a partner. Cold call a few responses. Look for students to identify the aspects of writing they have worked on: vivid and precise words, knowing their frog well, and being able to tell a story. This is intended to help students see how much their cards are going to show about their learning and skills as writers. Celebrate what they identify and what they have learned.• Congratulate students on their hard work on their own trading cards. Tell them that in this session they will use <i>feedback</i>, or helpful comments, to strengthen their writing. Just like they need stamina to be strong readers, they will need to show stamina as writers today to make their informational paragraphs the best they can be. They will each use the rubric completed by the teacher to revise their writing. Remind them that they looked at this rubric in Lesson 7 before they began their first draft.	<ul style="list-style-type: none">• For struggling writers, select ONE target on the rubric for students to focus their revision work on and make it more manageable for them.
<p>B. Unpacking the Learning Target (5 minutes)</p> <ul style="list-style-type: none">• Read the target aloud: “I can use feedback and criteria to strengthen my Freaky Frog research-based narrative paragraph.” Ask students to think about how feedback has helped their writing in the past. Give students a minute to think and talk with a partner. Then cold call one or two students to share their thinking. Congratulate students again for their hard work revising their writing in the past.	



Work Time	Meeting Students' Needs
<p>A. Review Freaky Frog Research-Based Narrative Rubric and Set Revision Goal (10 minutes)</p> <ul style="list-style-type: none"> • Display and briefly review the completed Freaky Frog Research-Based Narrative rubric. • Return each student's rubric with teacher feedback (see Teaching Note in Lesson 7). Give students a few minutes to look at their feedback and ask any clarifying questions. • Remind students that today they are focusing their revision on their Freaky Frog narrative paragraph (the back side of their card.) Distribute the Revision Goal recording forms. Give students a few minutes to set one or two revisions goals for this session, based on the rubric categories themselves as well as on the specific teacher feedback they received. Remind students that today they are focusing their revision on their research-based narrative paragraph (the back side of their card). • Then ask students to share their goal with a partner. • Tell students that they will have a chunk of work time today to reach their revision goals. They should work hard to build their writing stamina and to make their paragraphs strong. 	<ul style="list-style-type: none"> • Considering adding nonlinguistic symbols to the Freaky Frog Trading Card Research-Based Narrative rubric to help students have a clear understanding of the criteria. • Work with small groups of students with similar revision needs as appropriate.
<p>B. Student Work Time: Choice Revision (35 minutes)</p> <ul style="list-style-type: none"> • As students work, consider the following strategies to manage time and support student learning: <ul style="list-style-type: none"> – Give students time checks and reminders throughout the work time. (For example, set a timer for 15 minutes. After the time expires, ask students to put a thumb up if they are making progress toward their goal.) Check in with students who need support to make progress toward their goal. Repeat by adding more time to the clock and checking student progress throughout the work time. – Pull small groups of students for more targeted instruction. (For example, if there is a group of students who need support with topic sentences—which were formally taught and assessed in Module 1—this would be an ideal time to meet with them.) • Confer with students as they revise and refer them to their criteria checklist and other writing tools as necessary. 	<ul style="list-style-type: none"> • Make sure students have easy access to all the tools/resources they need to write and revise. This includes: their frog research journals, attributes matrix, vocabulary notebooks, and criteria list. It is helpful for all of these resources to be organized in an accordion folder or binder so students can manage their materials easier.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Reflection on Revision Goal (5 minutes)</p> <ul style="list-style-type: none">• Invite students to gather as a group. Ask them to complete sections 2 and 3 of the revision goal form. If time permits, students may share their revision goal and successes with a partner.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home. <p><i>Note: Review students' revised writing and Revision Goal recording forms. Provide another session for revision if necessary to meet students' needs.</i></p> <p><i>Lesson 10 will focus on editing at the sentence level. Just like in the revision lessons, you will model for students HOW you edit and what you do as a writer. Students will need to see you making corrections. Use your model paragraph from Lesson 7 or 8. Ensure that you have some spelling and capitalization errors to fix. Review the Conventions Checklist in Lesson 10 and create your model based on things to fix. A model has been provided in the Lesson 10 supporting materials, but will need to be handwritten by you so that students see you writing and correcting your work.</i></p>	



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Supporting Materials



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Revision Goal Recording Form

1. Based on your Freaky Frog Trading Card Informative Paragraph Content Checklist, what are two goals you have to make your writing stronger?

2. What did you do to strengthen your writing in today's lesson?

3. Do you have any questions or needs as a writer?
