



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 3: Overview



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Unit 3: Culminating Project: Writing a Letter to Mary Pope Osborne

In this final unit, students continue to explore the question: “How do authors learn and share their knowledge on a topic?” as they share their growing knowledge of the culture of a country with the author of the *Magic Tree House* books, Mary Pope Osborne. Students also expand their expertise as writers by crafting a research-based letter. The specific literacy focus of this unit is on writing a research-based letter to Ms. Osborne using text-based facts, as well as learning to revise. Each student will create a letter to Ms. Osborne to inform her about aspects of culture that have remained from the past to the present in several countries where her books are set. This writing serves as a synthesis of the research students did in Unit 2. Students receive scaffolded writing support from adults and peers by crafting a

letter to Ms. Osborne about the country of Japan, the shared research experience in Unit 1. In the mid-unit assessment, students craft an on-demand first draft of their research-based letter to Ms. Osborne based on the country they researched with small groups in Unit 2. Students then practice revising and editing their Japan letters based on support and critique from peers and the teacher. In the on-demand end of unit assessment, they revise and edit their letter about the specific country they researched in their expert groups. After finishing the letter during the assessment, students publish the letter and celebrate through an Author’s Chair celebration.

Guiding Questions And Big Ideas

- **What defines culture?**
- **How do authors learn and share their knowledge on a topic?**
- *Culture is the way of life that has been passed from one generation to the next.*
- *Authors review, examine, and discuss multiple sources to gather information and build knowledge on a topic.*
- *Authors share knowledge on a topic through literary or informational texts.*



Mid-Unit 3 Assessment	Drafting a Research-Based Letter to Mary Pope Osborne about Expert Country This task addresses NYSP12 ELA CCLS RI.3.5, RI.3.3, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8., and W.3.10. After conducting research in Unit 2, students use the information they have gathered to write the first draft of a letter to Mary Pope Osborne, urging her to write a new book, set in the present day, about the country they have researched. In an informative/explanatory letter, students present their research about the culture of the country and suggest ideas for the plot of the new book.
End of Unit 3 Assessment	Using the Writing Process: Revising and Editing the Letter to Mary Pope Osborne about Expert Country This task addresses NYSP12 ELA CCLS W.3.2, W.3.4, W.3.5, L.3.1, L.3.2, and L.3.3. After receiving feedback from peers and teachers, students identify three things they will do to revise (W.3.2, W.3.4, L.3.3) and edit (L.3.1, L.3.2, W.3.5) their letters. They highlight the changes they incorporated into their final drafts and discuss the thinking behind them with a peer.

Content Connections

This module is designed to address English Language Arts standards as students read literature and informational text about the cultures of various countries. However, the module intentionally incorporates Social Studies Practices and Themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K-8 Social Studies Framework:

Unifying Themes (pages 7–8)

- Theme 2: Development, Movement, and Interaction of Cultures: Aspects of culture such as belief systems, religious faith, or political ideals as influences on other parts of a culture such as its institutions or literature, music, and art.

Social Studies Practices, Gathering, Using, and Interpreting Evidence, Grades K–4:

- Descriptor 1: Form questions about the world in which we live (page 16 of 29).

Key Ideas and Conceptual Understandings, Grade 3, Communities around the World—Learning about People and Places:

- Development, Movement, and Interaction of Cultures: 3.1b Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.



Texts
1. Mary Pope Osborne, <i>Magic Tree House #37: Dragon of the Red Dawn</i> (New York: A Stepping Stone Book by Random House, 2007), ISBN: 978-0-375-83727-2.
2. Colleen Sexton, <i>Exploring Countries: Japan</i> (Minneapolis: Bellwether Media, 2012), ISBN: 978-1-60014-674-9.
3. Mary Pope Osborne, <i>Magic Tree House #33: Carnival at Candlelight</i> (New York: A Stepping Stone Book by Random House, 2007), 978-0-375-83034-1. (Enough texts for one-third of the class.)
4. Mary Pope Osborne, <i>Magic Tree House #34: Season of the Sandstorms</i> (New York: A Stepping Stone Book by Random House, 2007), 978-0-375-83032-7. (Enough texts for one-third of the class.)
5. Mary Pope Osborne <i>Magic Tree House #45: A Crazy Day with Cobras</i> (New York: A Stepping Stone Book by Random House, 2007), 978-0-375-86795-8. (Enough texts for one-third of the class.)
6. Walter Simmons, <i>Exploring Countries: Italy</i> (Minneapolis: Bellwether Media, 2012), 978-1600146732. (Enough texts for one-third of the class.)
7. Jim Bartell, <i>Exploring Countries: India</i> (Minneapolis: Bellwether Media, 2011), 978-1600145551. (Enough texts for one-third of the class.)
8. Lisa Owings, <i>Exploring Countries: Iraq</i> (Minneapolis: Bellwether Media, 2011), 978-1600145926. (Enough texts for one-third of the class.)
9. “CultureGrams Republic of Iraq” ProQuest, 2013.
10. Cynthia Hatch, “Soccer Mania,” in <i>Faces</i> (Vol. 22, No. 2), Oct. 2005, 40–41.
11. Shruti Priya and Katherine Darrow, “The Ancient Art of Rangoli,” in <i>Calliope</i> (Vol. 23, No. 6), March 2013, 34–36.



This unit is approximately 2.5 weeks or 12 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Writing a Research-Based Letter: Launching the Performance Task	<ul style="list-style-type: none"> 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) I can compare how people use language when they write versus when they talk. (L.3.3) 	<ul style="list-style-type: none"> I can examine and analyze a model of a research-based informative letter. I can contribute ideas for the creation of an anchor chart about a quality research-based informative letter. 	<ul style="list-style-type: none"> Examining and Analyzing a Model for Writing discussion 	<ul style="list-style-type: none"> Analyzing the Model Letter anchor chart 1: Opening Analyzing the Model Letter anchor chart 2: Informative Body Paragraphs Analyzing the Model Letter anchor chart 3: Closing Conventions of Letter Writing anchor chart
Lesson 2	Writing the Letter's Opening: Connecting to Mary Pope Osborne	<ul style="list-style-type: none"> 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) I can compare how people use language when they write versus when they talk. (L.3.3b) 	<ul style="list-style-type: none"> I can practice for the performance task by writing about Japan (with support). I can plan and draft my writing for my opening paragraph using the model provided. I can identify criteria for completing a research-based informative letter. 	<ul style="list-style-type: none"> Partner drafts of opening paragraph 	<ul style="list-style-type: none"> Analyzing the Model Letter anchor chart 1: Opening Criteria for a Quality Research-Based Letter anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Reviewing the Research on Japan: Determining Topics for Informative Paragraphs	<ul style="list-style-type: none"> 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) I can sort evidence into provided categories. (W.3.8) I can use conventions to send a clear message to my reader. (L.3.2) I can compare how people use language when they write versus when they talk. (L.3.3b) 	<ul style="list-style-type: none"> I can capitalize appropriate words, such as names and titles. I can review information gathered from my research on Japan. I can use the Topic Decision recording form to identify the topics of my two informative paragraphs for my Japan practice letter. 	<ul style="list-style-type: none"> Letters to a family member or friend Topic Decision recording form 	<ul style="list-style-type: none"> Words We Capitalize in Writing anchor chart Analyzing the Model Letter anchor chart 2: Informative Body Paragraphs
Lesson 4	Writing the Informative Paragraphs: Incorporating Research into Our Writing	<ul style="list-style-type: none"> I can produce writing that is appropriate to task and purpose (with support). (W.3.4) I can write an informative/explanatory text. (W.3.2) I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. (W.3.2a) I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) I can sort evidence into provided categories. (W.3.8) I can compare how people use language when they write versus when they talk. (L.3.3b) 	<ul style="list-style-type: none"> I can practice for the performance task by writing about Japan (with support). I can plan my writing for my informative paragraphs by completing a Paragraph Writing graphic organizer. I can identify additional criteria for a strong research-based letter. 	<ul style="list-style-type: none"> France Model: Informative Paragraphs recording form Students' informative draft paragraphs 	<ul style="list-style-type: none"> Analyzing the Model Letter anchor chart 2: Informative Body Paragraphs Criteria for a Quality Research-Based Letter anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 5	Continuing Writing the Informative Paragraphs: Incorporating Research into Our Writing	<ul style="list-style-type: none"> • I can produce writing that is appropriate to task and purpose (with support). (W.3.4) • I can write an informative/explanatory text. (W.3.2) • I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. (W.3.2a) • I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) • I can sort evidence into provided categories. (W.3.8) • I can compare how people use language when they write versus when they talk. (L.3.3b) • I can effectively participate in a conversation with my peers and adults. (SL.3.1) 	<ul style="list-style-type: none"> • I can use descriptive words in my writing to show details. • I can practice for the performance task by writing about Japan (with support). • I can draft my informative paragraphs using a Paragraph Writing graphic organizer. • I can give kind, helpful, and specific feedback to my writing partner. 	<ul style="list-style-type: none"> • France Model: Informative Paragraphs recording form • Students' informative draft paragraphs 	<ul style="list-style-type: none"> • Words That Work: Descriptive Words anchor chart • Criteria for a Quality Research-Based Letter anchor chart • Peer Critique Protocol anchor chart • Peer Critique protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 6	Writing the Letter's Closing: Concluding Thoughts for Mary Pope Osborne	<ul style="list-style-type: none"> I can produce writing that is appropriate to task and purpose (with support). (W.3.4) I can write an informative/explanatory text. (W.3.2) I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. (W.3.2a) I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) I can sort evidence into provided categories. (W.3.8) I can compare how people use language when they write versus when they talk. (L.3.3b) 	<ul style="list-style-type: none"> I can practice for the performance task by writing about Japan (with support). I can draft my closing paragraph by using the model provided. I can identify additional criteria for a strong research-based letter. 	<ul style="list-style-type: none"> France Model: Closing Paragraph recording form Completed closing paragraph organizers Partner drafts of closing paragraph 	<ul style="list-style-type: none"> Criteria for a Quality Research –Based Letter anchor chart Analyzing the Model Letter anchor chart 3: Closing Structure of the Closing Paragraph anchor chart Peer Critique protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 7	Mid-Unit Assessment: Writing a First Draft of Research-Based Letter to Mary Pope Osborne about Expert Country	<ul style="list-style-type: none"> I can use text features to locate information efficiently. (RI.3.5) I can determine the main idea of an informational text. (RI.3.3) I can retell key ideas from an informational text. (RI.3.3) I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2) With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4) With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5) I can conduct a research project to become knowledgeable about a topic. (W.3.7) I can document what I learn about a topic by taking notes. (W.3.8) I can sort evidence into provided categories. (W.3.8) I can adjust my writing practices for different time frames, tasks, purposes, and audiences. (W.3.10) 	<ul style="list-style-type: none"> I can write a first draft of my research-based letter to Mary Pope Osborne using research from my Magic Tree House and Exploring Countries texts. I can use the criteria for a high-quality letter in my writing. 	<ul style="list-style-type: none"> Mid-Unit 3 Assessment: Writing a First Draft Exit Ticket: Success and Challenge 	<ul style="list-style-type: none"> Criteria for a Quality Research-Based Letter anchor chart
Lesson 8	Revising: Using Simple and Compound Sentences in Writing	<ul style="list-style-type: none"> I can write simple, complex, and compound sentences. (L.3.1i) I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) 	<ul style="list-style-type: none"> I can revise my Japan letter to Ms. Osborne to include simple and compound sentences. 	<ul style="list-style-type: none"> Student revisions of sentences in Japan letter 	<ul style="list-style-type: none"> Simple and Compound Sentences anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 9	Revising: Using Vivid and Precise Adjectives	<ul style="list-style-type: none"> I can express ideas using carefully chosen words. (L.3.3) I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) 	<ul style="list-style-type: none"> I can revise my Japan letter to Ms. Osborne to include vivid and precise adjectives. 	<ul style="list-style-type: none"> Student revisions of word choice in Japan letters Exit tickets 	<ul style="list-style-type: none"> Words That Work anchor chart Back-to-Back, Face-to-Face protocol
Lesson 10	Reviewing Conventions and Editing Peers' Work	<ul style="list-style-type: none"> I can use grammar conventions to send a clear message to a reader or listener. (L.3.1) I can use conventions to send a clear message to my reader. (L.3.2) I can express ideas using carefully chosen words. (L.3.3) I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) 	<ul style="list-style-type: none"> I can check my peers' work for correct capitalization. I can check my peers' work for correct spelling. I can check my peers' work for correct punctuation. 	<ul style="list-style-type: none"> Conventions anchor charts Letter to Ms. Osborne about Japan (drafts annotated for edits) Exit ticket Things I Need to Remember for Writing recording form 	<ul style="list-style-type: none"> Spelling Conventions anchor chart Punctuations Conventions anchor chart Capitalization Conventions anchor chart Chalk Talk protocol
Lesson 11	End of Unit Assessment: On-Demand Revising and Editing Research-Based Letter to Mary Pope Osborne about Expert Country	<ul style="list-style-type: none"> I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2) With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4) With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5) I can use grammar conventions to send a clear message to a reader or listener. (L.3.1) I can use conventions to send a clear message to my reader. (L.3.2) I can express ideas using carefully chosen words. (L.3.3) 	<ul style="list-style-type: none"> I can revise and edit a first draft of my research-based letter to Mary Pope Osborne. I can use feedback from peers to improve my writing. 	<ul style="list-style-type: none"> Mid-Unit 3 Assessment: Writing a First Draft about Expert Country (with annotations for revising and editing) 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 12	Publishing Performance Task: Creating a Polished Letter and Celebrating with Author's Chair	<ul style="list-style-type: none"> • I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2) • With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4) • I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) • I can conduct a research project to become knowledgeable about a topic. (W.3.7) • I can document what I learn about a topic by taking notes. (W.3.8) • I can sort evidence into provided categories. (W.3.8) • I can use grammar conventions to send a clear message to a reader or listener. (L.3.1) • I can use conventions to send a clear message to my reader. (L.3.2) • I can express ideas using carefully chosen words. (L.3.3) • I can effectively engage in discussions with diverse partners about third-grade topics and texts. (SL.3.1) 	<ul style="list-style-type: none"> • I can write a research-based letter to Mary Pope Osborne informing her of the evidence of culture that she could use in her new book. • I can listen as my peers share their writing and can give specific praise for my peers' work. 	<ul style="list-style-type: none"> • Performance Task: Final Research-based Letter to Mary Pope Osborne • Tracking My Progress, End of Unit 3 recording form 	<ul style="list-style-type: none"> • The Author's Chair Celebration anchor chart



Optional: Experts, Fieldwork, And Service

Experts:

- Invite a local author to share how he/she uses the writing process.

Fieldwork:

- If there is a local newspaper or publishing company, plan a trip to the site to see how published works are created.

Service:

- Use students' letter-writing skills to write thank-you letters to members of the school community, such as the office staff, administration, or custodial staff.
- Use students' letter-writing skills to support a local organization through a letter-writing campaign.

Optional: Extensions

- Library/media specialist: Research how authors started. Research how Mary Pope Osborne became a published author.
- Technology/media specialist: Support students in typing final copies of letters.
- Geography: Research the location where these letters would be sent if they were to go to the country that was researched. What is the capital of India? Iraq? Italy? How is mail delivered in these countries?



Preparation and Materials

In this unit, there is a gradual release of responsibility of the writing tasks from teacher to students.

- In Lessons 1-6, the class will work together to examine a model letter (about France) in order to build an understanding of the criteria for quality writing. This work is heavily supported by the teacher.
- Next, students will be supported through a guided writing experience to draft and revise a similar letter about Japan. During this guided practice, you will do “live” writing demonstrations to model the thinking and writer’s craft for students. All students will independently create a letter about Japan, but with heavy support by you and students’ peers.
- Finally, students practice true independent writing through crafting the research-based letter to Mary Pope Osborne about their researched country (from Unit 2). They do this independent application during Mid-Unit 3 Assessment (Lesson 7) and End-Unit 3 Assessment (Lesson 11).

In Lesson 12, all students celebrate their independent accomplishments through sharing of the letters they crafted during the Mid and End Unit 3 assessments.

Preview all teaching notes (Lessons 1-12) before launching to this unit, in order to more fully understand when, how, and why students will write when students will be about each of the three countries (France, Japan, and their “research group” country from their work in Unit 2).

Throughout this unit, students will work on Words the Work routine to build word power for writing. Students will need small whiteboards and markers for this activity. If whiteboards are not available, consider laminating a blank sheet of paper and having students use them with overhead markers. Old socks make wonderful erasers for the small whiteboards instead of tissues.



As noted in the Module overview, released along with this module is a stand-alone document titled **Foundational Reading and Language Standards Resources Package for Grades 3–5**. This resource package is designed to give teachers resources and guidance for addressing the CCSS foundational reading and language ELA standards. The package cites example lessons within the modules in which these standards are addressed. It also includes resources for literacy instruction that occurs alongside the modules.

These resources will be referenced throughout Module 2B, when opportunities exist for connecting and differentiating instruction in the lessons. Before launching this module, review the Foundational Reading and Language Standards Resources Package for Grades 3–5 and determine how your current GRAIR time aligns with these resources.

For grade 3 specifically, review the Show the Rule™ Strategy (aligned with CCLS L.5.1, 2, and 3), which should be introduced before Lesson 9. This unit provides opportunities for language work with students. See the specific Show the Rule™ example lesson, which describes a week-long instructional sequence for teaching students about conjunctions. This lesson sequence, and similar lessons designed by teachers, would happen alongside Unit 3, during the Additional Literacy Block, and preferably should be completed before Lesson 9.

Review the Unit 3 Recommended Texts list. Students are asked to choose a book from the Recommended Texts list and read it for homework throughout this unit. It is imperative that they read many texts at their reading level so that they can continue to build the academic vocabulary and fluency demanded by the CCLS. Review the Recommended Texts list with students and support them in choosing an appropriate text to read at home for homework. In class, co-create with students a routine for reading at home and reporting back in class. A possible routine could involve asking students to track the number of pages read each night and writing a short summary about what they read. This routine could also support students and teachers in working to set personalized reading goals and reflecting on progress.



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Grade 3: Module 2B: Unit 3:

Recommended Texts



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The list below includes texts with a range of Lexile® text measures about anthropologists, researchers, and writers. This provides appropriate independent reading for each student to help build content knowledge about the topic. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCLS.

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile measures that correspond to Common Core Bands: below band, within band, and above band. Note, however, that Lexile® measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grades 2–3: 420–820L
- Grades 4–5: 740–1010L

Title	Author and Illustrator	Text Type	Lexile Measure
Lexile measures below band level (under 420L)			
<i>What Do Authors Do?</i>	Eileen Christelow (author)	Informational	340
Lexile measures within band level (420–820L)			
<i>Jane Goodall: Animal Scientist and Friend</i>	Connie Janowski (author)	Biography	530
<i>Uncommon Traveler: Mary Kingsley in Africa</i>	Don Brown (author)	Biography	550 (AD)



Title	Author and Illustrator	Text Type	Lexile Measure
<i>Pingpong Perry Experiences How a Book Is Made</i>	Sandy Donovan (author)	Informational	560
<i>Amazing Arctic Explorer: Matthew Henson</i>	Mary Dodson Wade (author)	Biography	575*
<i>Zora Hurston and the Chinaberry Tree</i>	William Miller (author)	Biography	640
<i>How to Write about Your Adventure</i>	Cecilia Minden (author)	Informational	650
<i>Mary Pope Osborne</i>	Jill Wheeler (author)	Informational	790*
Lexile measures above band level (over 820L)			
<i>If the World Were a Village: A Book about the World's People</i>	David J. Smith (author)	Informational	840
<i>Writers</i>	Shaun Hunter (author)	Informational	860
<i>Jane Goodall: Researcher Who Champions Chimps</i>	Mike Venezia (author)	Biography	960
<i>Eruption!: Volcanoes and the Science of Saving Lives</i>	Elizabeth Rusch (author)	Informational	1000
<i>Women in Anthropology</i>	Shaina Indovino (author)	Informational	1075
<i>A Child's Introduction to the World: Geography, Culture and People—From the Grand Canyon to the Great Wall of China</i>	Heather Alexander (author)	Informational	No LXL

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*Lexile based on a conversion from Accelerated Reading level.



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Grade 3: Module 2B: Unit 3: Lesson 1

Writing a Research-Based Letter: Launching the Performance Task



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

- 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)
I can compare how people use language when they write versus when they talk. (L.3.3)

Supporting Learning Targets

- I can examine and analyze a model of a research-based informative letter.
- I can contribute ideas for the creation of an anchor chart about a quality research-based informative letter.

Ongoing Assessment

- Examining and Analyzing a Model for Writing discussion



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer: Reviewing the Performance Task and Unpacking the Learning Targets (7 minutes)2. Work Time<ol style="list-style-type: none">A. Examining and Analyzing a Model for Writing (25 minutes)B. Analyzing the Model Letter—Constructing Anchor Charts (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief: Conventions of Letter Writing (5 minutes)B. Introduce Homework (3 minutes)4. Homework<ol style="list-style-type: none">A. Tell someone at home about the performance task. Describe the five main parts of a letter. Practice using the five parts of a letter by writing to a family member or friend you have not seen in a while. Talk with someone at home about where this person lives and what you might want to write about.	<ul style="list-style-type: none">• Throughout the module, students have built an understanding of how customs and traditions reflect a country’s culture. They have read a <i>Magic Tree House</i> book and accompanying informational texts to gather a rich collection of information. In this unit, students will learn how to incorporate some of this information into their writing for the performance task. The performance task gives them a chance to share their learning about the culture of the country they have researched by writing a letter to Mary Pope Osborne, the author of the <i>Magic Tree House</i> books, urging her to write a new book, set in the present day, about the country they have researched. In this informative/explanatory letter, students present their research about the culture of the country and suggest ideas for the plot of the new book.• The lessons in this unit contain instruction on the specific writing skills necessary to craft this informative letter. In Lesson 1, students examine a model of a letter to Mary Pope Osborne urging her to write a book on present-day France. Students became somewhat familiar with this country in the End of Unit 2 Assessment, but they do not need any background information about the country to analyze the way the model was written. From this model, students will begin to identify the criteria for their letter.• Throughout this unit, students will be build their knowledge and skills regarding writing letters with. See Unit 3 overview for details, and preview all teaching notes in Lessons 1-12. This will help you be aware of the writing tasks in each lessons, since some will be guided and some independent.• Since the performance task writing takes the form of a letter, the early lessons of this unit could coincide with additional instruction around letter writing if you choose. The Closing of this lesson introduces students to the five main parts of a letter.• A sample Letter Writing template is included in the supporting materials. Consider using this with the homework assignment.• Students are assigned independent reading for homework often in this unit. See Unit 3 overview for details: be sure to have launched Independent Reading – preferably before you begin Unit 3, but certainly before Lesson 4.• There are quite a few materials in this lesson, since it launches the work of the unit. Preview carefully.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• In advance:<ul style="list-style-type: none">– Review the Performance Task document (stand-alone).– Create and post Analyzing the Model Letter anchor charts 1, 2, and 3, and the Conventions of Letter Writing anchor chart.– Review the Performance Task Invitation: Annotated.• Post: Learning targets.

Lesson Vocabulary	Materials
research-based, quality, criteria, performance task	<ul style="list-style-type: none">• Performance Task Invitation (one to display)• Document camera• Performance Task Invitation: Key Phrases in Bold (for teacher reference)• Performance Task Model: Writing about France (one per student and one to display)• Examining a Model Letter: Group recording form (one per group and one to display)• Work Time A Steps (one to display)• Analyzing the Model Letter anchor chart 1: Opening (new; co-created with students during Work Time B; see supporting materials)• Analyzing the Model Letter anchor chart 2: Informative Body Paragraphs (new; co-created with students during Work Time B; see supporting materials)• Analyzing the Model Letter anchor chart 3: Closing (new; co-created with students during Work Time B; see supporting materials)• Conventions of Letter Writing anchor chart (new; teacher-created; see supporting materials)• Letter Writing template (optional; one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Reviewing the Performance Task and Unpacking the Learning Targets (7 minutes)</p> <ul style="list-style-type: none">• Congratulate students on their hard work in Unit 2. They have gathered great research to successfully complete the performance task.• Reintroduce the performance task by displaying the Performance Task Invitation via a document camera.• Read the invitation aloud two times:<ul style="list-style-type: none">– “Author Mary Pope Osborne has announced she will write a new <i>Magic Tree House</i> book! Instead of traveling to a place in the past, however, Ms. Osborne has decided that Jack and Annie will return in the present to a country they’ve already visited. Before she begins writing, Ms. Osborne wants to be sure there are plenty of interesting things about the culture of the country that she can include in her new story. <p>“You have been invited to conduct this research for her! After conducting research with your small group about your assigned country, you will individually write a letter to the author of the <i>Magic Tree House</i> series to inform her about the culture of your country today. This will help her decide whether she should write a new book on this country. Include information about two aspects of culture that you discovered in your <i>Exploring Countries</i> text. Use accurate facts, definitions, and details from your research to explain each. At the end of your letter, provide a brief description of how Mary Pope Osborne might use the information you found in a new book on this country.”</p> <ul style="list-style-type: none">• Deconstruct the wording of the Performance Task Invitation to ensure that students understand the requirements of the letter. Consider asking:<ul style="list-style-type: none">* “What do we know?”• (See Performance Task Invitation: Key Phrases in Bold for additional guidance). Listen for students to suggest the following:<ul style="list-style-type: none">– We know that Mary Pope Osborne, the author of the <i>Magic Tree House</i> books, is planning to write a new book.– We know that she wants to have Jack and Annie return to a country they’ve been to before. This country will be the setting.– We know that Ms. Osborne plans to have the story take place in the present, not in the past like most of her other stories.– We know that she’s reaching out to student writer-researchers such as yourselves for suggestions for Jack and Annie’s return visit to a country they’ve been to in the past.– We know that Ms. Osborne is looking for research-based information about culture to use in her new book.	<ul style="list-style-type: none">• Consider providing nonlinguistic symbols (e.g., a picture of a list for <i>plan</i>) to assist ELLs in making connections with vocabulary.• Clarify vocabulary with ELLs. They can record new terms in personal dictionaries or vocabulary logs.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Direct students' attention to the learning targets. Read them aloud, pausing after each to ask for volunteers to put the learning target into their own words. <ul style="list-style-type: none"> * "I can examine and analyze a model of a research-based informative letter." * "I can contribute ideas for the creation of an anchor chart about a quality research-based informative letter." 	
Work Time	Meeting Students' Needs
<p>A. Examining and Analyzing a Model for Writing (25 minutes)</p> <ul style="list-style-type: none"> • Display and distribute the Performance Task Model: Writing about France. • Remind students that they learned about France and its culture in the End of Unit 2 Assessment. Ask them to follow along as you read the Performance Task Model: Writing about France aloud. • Display the Examining a Model Letter: Group recording form. • Explain that students will work with their Research Group from Unit 2 to carefully examine and analyze the Performance Task Model. • Orient them to the format of the Examining a Model Letter: Group recording form, focusing primarily on the right-side column ("What do we notice? What is the purpose of this part of the letter?"). • Display the Work Time A Steps. Read each step aloud and clarify as necessary. Tell students the Work Time A Steps will remain on display for them to reference if needed. • Stress the importance of group members working together, using the strong discussion skills they worked hard to develop in Units 1 and 2. • Ask students to take a pencil and quietly move to meet their Research Groups in their designated areas. • Distribute <u>one copy</u> of the Examining a Model Letter: Group recording form to each Research Group. Tell students that they will work with their groups to complete the Group recording form, but they should designate one member as a spokesperson to share their group's thinking with the class. • Tell them they will have 20 minutes to complete this Group recording form and ask them to begin. • Circulate and assist as necessary. 	<ul style="list-style-type: none"> • Use thoughtful grouping. ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Listening carefully to these discussions may serve as an informal formative assessment, providing useful information about what students know and where they may need extra support in the lessons to come. 	
<p>B. Analyzing the Model Letter—Constructing Anchor Charts (20 minutes)</p> <ul style="list-style-type: none"> Refocus students' attention whole class. Display <ul style="list-style-type: none"> Analyzing the Model Letter Anchor Chart 1: Opening, Analyzing the Model Letter Anchor Chart 2: Informative Body Paragraphs, and Analyzing the Model Letter Anchor Chart 3: Closing. Quickly remind students that during Work Time A, they were tasked with deconstructing the Performance Task Model to determine what they noticed about each part of the letter and what the purpose was of each part of the letter. Starting with Anchor Chart 1: Opening, call on the spokesperson from two or three Research Groups to share their group's thinking. Record what the spokespeople say on the Anchor Chart 1: Opening, asking clarifying and probing questions as necessary. (Note: This series of anchor charts is formatted to prompt students' thinking around an opening, body, and closing of a letter. When constructing Anchor chart 1 with students, tell students that these various "parts" of a the letter are named the "opening.") Follow this same process with Anchor Chart 2: Informative Body Paragraphs and Anchor Chart 3: Closing, helping students to clarify and synthesize information before recording it on the anchor charts. At the completion of this work, ask for volunteers to read the anchor charts aloud. If time allows or if it seems necessary, ask brief probing questions to check for understanding of the purpose of the various parts of the letter. Redirect students' attention to the learning targets and read them aloud again: <ul style="list-style-type: none"> * "I can examine and analyze a model of a research-based informative letter." * "I can contribute ideas for the creation of an anchor chart about a quality research-based informative letter." Ask students to use Fist to Five to show their personal success with each target. 	<ul style="list-style-type: none"> Collaboration supports students' engagement.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Conventions of Letter Writing (5 minutes)</p> <ul style="list-style-type: none">• Display the Performance Task Model: Writing about France.• Tell students that you are now going to examine the model letter to look for specific conventions of letter writing.• Direct their attention to the posted Conventions of Letter Writing anchor chart. Ask for volunteers to read the five parts of a letter (heading, greeting, body, closing, signature) and their descriptions aloud.• Point out where these parts are found in the model letter.• Briefly discuss how the relationship of the sender to the recipient will dictate the content of the body of the letter. For example, a letter to a family member would look very different from a letter to a person they've never met or don't know well.	
<p>B. Introduce Homework (3 minutes)</p> <ul style="list-style-type: none">• Introduce the homework assignment; students will have two days to complete this homework.	<ul style="list-style-type: none">• Consider providing a written copy of the homework assignment that lists the topic ideas and makes clear the time frame for the assignment.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Tell someone at home about the performance task. Describe the five main parts of a letter.• Practice using the five parts of a letter by writing to a family member or friend you have not seen in a while. Talk with someone at home about where this person lives and what you might want to write about.• Work on your letter over the next two days.	<ul style="list-style-type: none">• If students do not have a family member or friend to write a letter to, they could write to a former teacher or other personnel in the school.• Students can also use a letter generator , such as the one at readwritethink.org: http://www.readwritethink.org/classroom-resources/student-interactives/letter-generator-30005.html This interactive tool is easy to use and takes students through the steps of writing a five-part friendly letter.• Students who lack the ability or responsibility for homework completion will need to be provided time and/or support in school in order to share a letter in Lesson 3.



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 3: Lesson 1

Supporting Materials



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Performance Task Invitation

Author Mary Pope Osborne has announced she will write a new *Magic Tree House* book! Instead of traveling to a place in the past, however, Ms. Osborne has decided that Jack and Annie will return in the present to a country they've already visited. Before she begins writing, Ms. Osborne wants to be sure there are plenty of interesting things about the culture of the country that she can include in her new story.

You have been invited to conduct this research for her! After conducting research with your small group about your assigned country, you will individually write a letter to the author of the *Magic Tree House* series to inform her about the culture of your country today. This will help her decide whether she should write a new book on this country. Include information about two aspects of culture that you discovered in your *Exploring Countries* text. Use accurate facts, definitions, and details from your research to explain each. At the end of your letter, provide a brief description of how Mary Pope Osborne might use the information you found in a new book on this country.



Performance Task Invitation: Key Phrases in Bold
(For Teacher Reference)

Author Mary Pope Osborne has announced she will write a new *Magic Tree House* book! Instead of traveling to a place in the past, however, Ms. Osborne has decided that Jack and Annie will **return in the present to a country they've already visited**. Before she begins writing, Ms. Osborne wants to be sure there are plenty of interesting things about the culture of the country that she can include in her new story.

You have been invited to conduct this research for her! After conducting research with your small group about your assigned country, you will individually **write a letter to the author** of the *Magic Tree House* series to **inform her** about **the culture of your country today**. This will help her decide whether she should write a new book on this country. Include information about two aspects of culture that you discovered in your *Exploring Countries* text. Use **accurate facts, definitions, and details** from your research to **explain** each. At the end of your letter, provide a brief description of **how Mary Pope Osborne might use the information** you found in a new book on this country.

What do we know?

- We know that Mary Pope Osborne, the author of the *Magic Tree House* books, is planning to write a new book.
- We know that she wants to have Jack and Annie return to a country they've been to before. This country will be the setting.
- We know that Ms. Osborne plans to have the story take place in the present, not in the past like all of her other stories.
- We know that she's reaching out to student writer-researchers such as yourself for suggestions for Jack and Annie's return visit to a country they've been to in the past.
- We know that Ms. Osborne is looking for research-based information to use in her new book.
- We know that she's specifically looking for information about the culture of the country and the people who live there to include within her story's plot.



Performance Task Model:
Writing about France

November 11, 2013

Dear Ms. Pope,

I was so excited to hear you were writing a new *Magic Tree House* book series that I wanted to write you this letter. I think it's a great idea for Jack and Annie to revisit some of the countries they've adventured to before, but in the present. I have just finished researching France and have learned a lot about the people in France, how they live, and what they consider important. It was so interesting to learn about the culture of this fascinating country. There are so many interesting things about the culture of France that you could use in your new story.

One thing I discovered in my research was that food is a very important part of French culture. Did you know that in France the biggest meal of the day is what we call lunch? It's true! In France, it is a custom for families to all be together for this midday meal. The meal has different parts, but the main part of the meal is called the entrée. Something that is part of every meal in France is a special type of bread called a baguette. It's a long, thin loaf of bread. This custom of having a baguette with every meal is so important that there are 35,000 bakeries in France! I'll bet your readers would love to find out more about the eating customs of people living in France in your book.

Oh, I'd also like to tell you about some of the special events that happen that are important to the people of France. There is a very famous bicycle race that happens every year. This traditional bike race is called the Tour de France. This race is so long—over 2,200 miles—that it takes three weeks from start to finish. The course takes the bicyclists all over Europe. I found out that the Tour de France always ends in Paris, France's most well-known city. Another special tradition in France is the holiday called Mardi Gras. Everyone in France looks forward to Mardi Gras. People wear fancy costumes, and there are parades in towns and cities. You might want to include traditions like the Tour de France or Mardi Gras in your book.

As you can see from what I've shared, France would be a perfect return destination for Jack and Annie for one of your new *Magic Tree House* books. Annie would love being introduced to French food, since she is always so willing to try new things. And can you imagine what Jack and Annie would say if they were to see the Tour de France? Maybe they could even take part and ride in it. I hope you will consider sending Jack and Annie back to France. Good luck with your decision!

Your devoted reader,
Sam Student



Examining a Model Letter:
Group Recording Form

Parts of the Letter	What do we notice? What is the purpose of this part of the letter?
Nov. 11, 2013	<hr/> <hr/>
Dear Ms. Pope,	<hr/> <hr/>
I was so excited to hear you were writing a new <i>Magic Tree House</i> book series that I wanted to write you this letter. I think it's a great idea for Jack and Annie to revisit some of the countries they're adventured to before, but in the present. I have just finished researching France and have learned a lot about the people in France, how they live, and what they consider important. It was so interesting to learn about the culture of this fascinating country. There are so many interesting things about the culture of France that you could use in your new story.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
One thing I discovered in my research was that food is a very important part of French culture. Did you know that in France the biggest meal of the day is what we call lunch? It's true! In France, it is a custom for families to all be together for this midday meal. The meal has different parts but the main part of the meal is called the entrée. Something that is part of every meal in France is a special type of bread called a baguette. It's a long, thin loaf of bread. This custom of having a baguette with every meal is so important that there are 35,000 bakeries in France! I'll bet your readers would love to find out more about the eating customs of people living in France in your book.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Examining a Model Letter:
Group Recording Form

Parts of the Letter	What do we notice? What is the purpose of this part of the letter?
Oh, I'd also like to tell you about some of the special events that happen that are important to the people of France. There is a very famous bicycle race that happens every year. This traditional bike race is called the Tour de France. This race is so long—over 2,200 miles—that it takes three weeks from start to finish. The course takes the bicyclists all over Europe. I found out that the Tour de France always ends in Paris, France's most well-known city. Another special tradition in France is the holiday called Mardi Gras. Everyone in France looks forward to Mardi Gras. People wear fancy costumes, and there are parades in towns and cities. You might want to include traditions like the Tour de France or Mardi Gras in your book.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
As you can see from what I've shared, France would be a perfect return destination for Jack and Annie for one of your new <i>Magic Tree House</i> books. Annie would love being introduced to French food, since she is always so willing to try new things. And can you imagine what Jack and Annie would say if they were to see the Tour de France? Maybe they could even take part and ride in it. I hope you will consider sending Jack and Annie back to France. Good luck with your decision!	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Your devoted reader,	<hr/> <hr/> <hr/>
Sam Student	<hr/> <hr/> <hr/>



Work Time A Steps

- Read the model letter again with your group.
- Take each part of the letter, one at a time, and carefully examine it by rereading it and then discussing the answers to these questions:
 1. What do we notice?
 2. What is the purpose of this part of the letter?
- Record the group's thinking on the Examining a Model Letter: Group recording form.
- Select a spokesperson who will orally share the group's work if called on during our sharing as a whole group. Give the spokesperson an opportunity to practice out loud with the group if time allows.



Anchor Chart 1: Opening

Nov. 11, 2013

Dear Ms. Pope,



Anchor Chart 1: Opening

I was so excited to hear you were writing a new *Magic Tree House* book series that I wanted to write you this letter. I think it's a great idea for Jack and Annie to revisit some of the countries they're adventured to before, but in the present. I have just finished researching France and have learned a lot about the people in France, how they live, and what they consider important. It was so interesting to learn about the culture of this fascinating country. There are so many interesting things about the culture of France that you could use in your new story.



Anchor Chart 2: Informative Body Paragraphs

One thing I discovered in my research was that food is a very important part of French culture. Did you know that in France the biggest meal of the day is what we call lunch? It's true! In France, it is a custom for families to all be together for this midday meal. The meal has different parts but the main part of the meal is called the entrée. Something that is part of every meal in France is a special type of bread called a baguette. It's a long, thin loaf of bread. This custom of having a baguette with every meal is so important that there are 35,000 bakeries in France! I'll bet your readers would love to find out more about the eating customs of people living in France in your book.



Anchor Chart 2: Informative Body Paragraphs

Oh, I'd also like to tell you about some of the special events that happen that are important to the people of France. There is a very famous bicycle race that happens every year. This traditional bike race is called the Tour de France. This race is so long—over 2,200 miles—that it takes three weeks from start to finish. The course takes the bicyclists all over Europe. I found out that the Tour de France always ends in Paris, France's most well-known city. Another special tradition in France is the holiday called Mardi Gras. Everyone in France looks forward to Mardi Gras. People wear fancy costumes, and there are parades in towns and cities. You might want to include traditions like the Tour de France or Mardi Gras in your book.



Anchor Chart 3: Closing

As you can see from what I've shared, France would be a perfect return destination for Jack and Annie for one of your new *Magic Tree House* books. Annie would love being introduced to French food, since she is always so willing to try new things. And can you imagine what Jack and Annie would say if they were to see the Tour de France? Maybe they could even take part and ride in it. I hope you will consider sending Jack and Annie back to France. Good luck with your decision!

Your devoted reader,

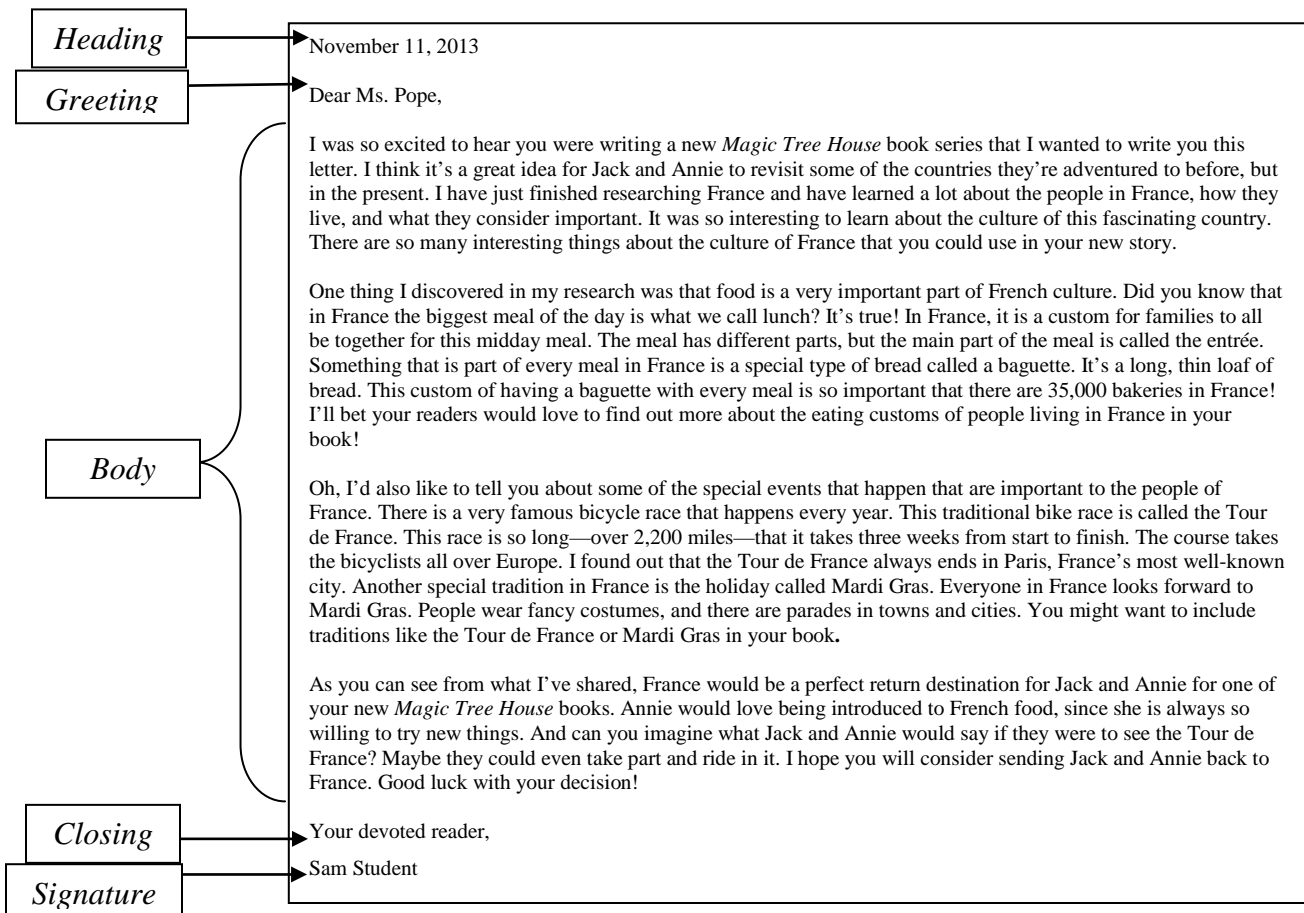
Sam Student



Conventions of Letter Writing Anchor Chart

Letters have these basic parts: **heading, greeting, body, closing, and signature.**

- The heading includes the two-line address of the sender and the date. Sometimes only the date appears in the heading.
- The greeting is a salutation and usually starts with the word “Dear” followed by the name of the letter recipient and then a comma.
- The body is the heart of the letter. It is the main text of the letter and has all the information being shared by the sender to the person he or she is writing to. The body can be one paragraph or several. Each paragraph should be indented, or a blank line should be placed between paragraphs.
- The closing is the way the letter is closed, or ended. It includes a short capitalized expression such as “Sincerely” or “Love” and is followed by a comma. A blank line should come between the body and the closing.
- The signature is the sender’s name, and it comes directly below the closing.



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EXPEDITIONARY
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Grade 3: Module 2B: Unit 3: Lesson 2

Writing the Letter's Opening: Connecting to Mary Pope Osborne



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

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)
I can compare how people use language when they write versus when they talk. (L.3.3b)

Supporting Learning Targets

- I can practice for the performance task by writing about Japan (with support).
- I can plan and draft my writing for my opening paragraph using the model provided.
- I can identify criteria for completing a research-based informative letter.

Ongoing Assessment

- Partner drafts of opening paragraph



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer: Unpacking the Learning Targets and Rereading the Model Letter (5 minutes)2. Work Time<ol style="list-style-type: none">A. Analyzing the Letter's Opening Paragraph (15 minutes)B. Partner Practice: Drafting the Letter's Opening Paragraph (30 minutes)C. Begin to Develop Criteria for the Quality Research-Based Letter (5 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Pair and Share (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue writing your letter to a family member or friend using the five-part letter format.	<ul style="list-style-type: none">• In this lesson, students begin to draft their practice letter using information from the country of Japan. This lesson specifically focuses on drafting an opening paragraph about Japan. Future lessons will follow a similar pattern: a mini lesson on crafting one of the paragraphs, work time to do draft writing, and continued construction of a criteria list for the performance task letter.• In this lesson, students begin their guided practice, working together to write a letter about Japan. Students will have the support of a peer in drafting the paragraph. Although students examine the Performance Task Model (about France), the actual writing that students <i>do</i> in this lesson is about Japan. Writing in front of students (in addition to showing them a completed model) helps students to see and hear the thinking of the writing as they are going through the process. Consider including a live demonstration of writing the opening paragraph about Japan based on class needs. If a demonstration is necessary, adjust the time for Work Time B as needed.• Consider students' abilities when forming partnerships. As students are working, check in with partnerships to ensure they are on track and supported.• In this lesson the class begins to build a Criteria for a Quality Research-Based Letter anchor chart. Students will continue to add to this chart over the next several lessons.• In advance:<ul style="list-style-type: none">– Establish writing partnerships.– Prepare an anchor chart that looks exactly like the France Model: Opening Paragraph recording form but without the lines for the writing partners' names.– Preview the Criteria for a Quality Research-Based Letter anchor chart (see supporting materials).– Post the learning targets.



Lesson Vocabulary	Materials
criteria, opening, research-based	<ul style="list-style-type: none">• Performance Task Invitation (from Lesson 1; one to display)• Document camera• Performance Task Model: Writing about France (from Lesson 1; one per student)• France Model: Opening Paragraph recording form (one per pair and one to display)• Analyzing the Model Letter anchor chart 1: Opening (from Lesson 1)• France Model: Opening Paragraph recording form (answers, for teacher reference)• Structure of the Opening Paragraph (for teacher reference)• Colored pencils (three different colors; for teacher use)• <i>Dragon of the Red Dawn</i> (book; one to display)• <i>Exploring Countries: Japan</i> (book; one to display)• Criteria for a Quality Research-Based Letter anchor chart (new; co-created with students during Work Time C; see sample in supporting materials)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Unpacking the Learning Targets and Rereading the Model Letter (5 minutes)</p> <ul style="list-style-type: none">Let students know they will be working with a writing partner for the remainder of Unit 3 by saying something like:<ul style="list-style-type: none">* "Starting today and through the remainder of most of Unit 3, you will work with a writing partner. As you continue writing, you will see how beneficial it is to have a partner to share ideas with, to write with, and to give you feedback on your writing."Announce writing partnerships.Display the Performance Task Invitation again using a document camera and read it aloud. Remind students that they will write a research-based letter to author Mary Pope Osborne. This means that their writing will contain information that comes from the research they did in Unit 2. Tell them this is a new challenge for them as writers, and you are confident they will be successful at it.Say something like: "Yesterday you were shown a model letter about France. This letter met all the requirements outlined in the Performance Task Invitation."Ask students to take a pencil and their copy of the Performance Task Model: Writing about France and quietly move to sit with their writing partner.Instruct partnerships to reread the Performance Task Model: Writing about France.After students have reread the model letter, say something like: "For all of you to be successful with the performance task, you will need to practice. You are going to practice by writing about Japan. Remember back in Unit 1, we read, wrote, and worked together to learn about the culture of the amazing country of Japan."Direct students' attention to the first two learning targets and read them aloud:<ul style="list-style-type: none">* "I can practice for the performance task by writing about Japan (with support)."* "I can plan and draft my writing for my opening paragraph using the model provided."Clarify as needed.	<ul style="list-style-type: none">Consider providing nonlinguistic symbols to assist ELLs in making connections with vocabulary.Clarify vocabulary with ELLs. They can record new terms in personal dictionaries or vocabulary logs.



Work Time	Meeting Students' Needs
<p>A. Analyzing the Letter's Opening Paragraph (15 minutes)</p> <ul style="list-style-type: none">• Distribute one copy of the France Model: Opening Paragraph recording form to each partnership and display a copy.• Tell that students will work with their writing partner to carefully examine and analyze the opening paragraph of the France model letter.• Partners should ask themselves: "What do we notice?" and "How is the paragraph structured?" They should then record their thinking on the lines provided on the recording form.• Give pairs 7 minutes to complete this task.• Circulate and support as necessary. Part of the intent with this step is to give the newly established writing partnerships a quick and relatively easy task to complete together. It also provides an opportunity once again for students to be in conversation with peers.• Refocus students whole group. Ask for volunteers to share observations about the opening paragraph with the class.• Remind them of the work they did in Lesson 1 with the Analyzing the Model Letter anchor chart 1: Opening. Tell them that they are going to go into more detail now. As students share, record their responses on the anchor chart. Refer to the France Model: Opening Paragraph recording form (answers, for teacher reference) for possible responses. Add students' responses to the anchor chart.• Congratulate students on their keen observations of the opening paragraph.• Invite students to return to their seats. Display the Performance Task Model: Writing about France. (See the Structure of the Opening Paragraph, for teacher reference, to help you know the exact structure for a opening paragraph that will be expected of students.• Using a colored pencil, underline the first sentence. Tell students that this first sentence introduces the <i>reason for writing</i>. This sentence serves as the <u>topic sentence</u> for the opening paragraph.• Use a different color and underline the next three sentences.	<ul style="list-style-type: none">• Careful pairing of students is necessary for the writing partnerships. In Work Time B, when partnerships are drafting their practice opening paragraphs, students paired each need to have the ability to contribute.• Use thoughtful grouping: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students that these sentences provide the <i>background</i>. These sentences also connect with the Performance Task Invitation. They serve as the <u>detail sentences</u>.• Use a third color and underline the last sentence. Tell students that this sentence clearly states the <i>main idea</i> of the letter: "There are so many interesting things about the culture of France that you could use in your new story." This sentence also serves as the <u>ending sentence</u>.	
<p>B. Partner Practice: Drafting the Letter's Opening Paragraph (30 minutes)</p> <ul style="list-style-type: none">• Hold up the two texts used in Unit 1: <i>Dragon of the Red Dawn</i> and <i>Exploring Countries: Japan</i>. Tell students it's time to write about Japan for a time.• Say something like:<ul style="list-style-type: none">* "To support you in being successful with the module performance task, you will need to practice writing a research-based letter. We just finished examining the writing and discovering what makes a solid opening paragraph. You are now going to practice writing an opening paragraph using Japan as the country for Jack and Annie's return destination."• Tell students they will draft an opening paragraph with their writing partner. Remind them that the France Model: Opening Paragraph anchor chart is on display for them to reference as they work with their partner.• Guide them through the following process, taking more time where necessary given the needs of your specific students:<ul style="list-style-type: none">– Suggest that they talk first and then write. To do this, they should talk about what they think they want to write.– Ask them to write down different ways to say their ideas. Tell them to "get messy" and write down lots of possible sentences and variations of the opening paragraph.– Ask students to look over what they have and make decisions about which sentences they like best and which fit together using the structure shared earlier: reason for writing, background, and main idea of letter.– Ask each partnership to write out a clean copy of their paragraph and be ready to share with the class. As a final step, have the writing partners orally rehearse their paragraph.	<ul style="list-style-type: none">• Strong adjectives will help to make the students' paragraphs engaging. It's possible they may overuse a select few adjectives—great, super, interesting. Consider spending a few minutes building a list of potential adjectives for them to use in their letters. As they come upon additional adjectives, they can be shared with the class by adding them to this list.• Collaboration supports students' engagement.



Work Time (continued)	Meeting Students' Needs
<p>C. Begin to Develop Criteria for the Quality Research-Based Letter (5 minutes)</p> <ul style="list-style-type: none">• Bring students back whole group. Display the Performance Task Model: Writing about France, but do not read it aloud.• Say something like: "This is a strong example of a research-based letter. You have spent some time examining this model letter in Lesson 1. I'm sure you noticed many things about what the letter contained and how the model letter was structured. And today you really dug in with the opening paragraph. In order for your letter to also be strong and clear, we need to establish some <i>criteria</i>."• Direct students' attention to the final learning target:<ul style="list-style-type: none">○ "I can identify criteria for completing a research-based informative letter."• Underline the word <i>criteria</i>. Define criteria as qualities or characteristics. Deconstruct the remaining wording in the target.• Display the Criteria for a Quality Research-Based Letter anchor chart.• Say something like: "We will be building this anchor chart as we work over the next few lessons. Based on the work we've done so far, what criteria can we add to our anchor chart to get it started? Think of our work today with drafting opening paragraphs. You can think of it like you're writing a recipe for our research-based letter. What would be included in this recipe?"• As ideas come forth, add them to the anchor chart. Refer to the Criteria for a Quality Research-Based Letter anchor chart (for teacher reference) for possible responses. Be sure that following two criterion are discussed when co-constructing the anchor chart:<ul style="list-style-type: none">– Includes a clear and inviting introduction that states the topic and purpose for writing– Demonstrates an understanding of audience• Remind students that you will add to this anchor chart throughout the unit.	



Closing and Assessment	Meeting Students' Needs
<p>A. Pair and Share (5 minutes)</p> <ul style="list-style-type: none">• Instruct partnerships to switch paragraphs with another partnership.• Have students read each other's paragraphs using whisper voices.• Remind them of the first two criteria from the Criteria for a Quality Research-Based Letter anchor chart:<ul style="list-style-type: none">– Includes a clear and inviting introduction that states the topic and purpose for writing– Demonstrates an understanding of audience• Invite partnerships to discuss what they think works well within the paragraph.• Direct partnerships to return the paragraphs and give the other partnership feedback by telling them what works well within their paragraph.	<ul style="list-style-type: none">• Consider using a sentence starter for students to share feedback. A possible starter could be, "I really like how you _____."
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue writing your letter to a family member or friend using the five-part letter format. Be prepared to share your letter in class during the next lesson.	<ul style="list-style-type: none">• Students who lack the ability or responsibility for homework completion should be provided time and/or support in school in order to share a letter in Lesson 3.



EXPEDITIONARY
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Grade 3: Module 2B: Unit 3: Lesson 2

Supporting Materials



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and

I was so excited to hear you were writing a new *Magic Tree House* book series that I wanted to write you this letter. I think it's a great idea for Jack and Annie to revisit some of the countries they've adventured to before, but in the present. I have just finished researching France and have learned a lot about the people in France, how they live, and what they consider important. It was so interesting to learn about the culture of this fascinating country. There are so many interesting things about the culture of France that you could use in your new story.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



France Model: Opening Paragraph Recording Form
(Answers, for Teacher Reference)

What do you notice about the opening paragraph?

I was so excited to hear you were writing a new *Magic Tree House* book series that I wanted to write you this letter. I think it's a great idea for Jack and Annie to revisit some of the countries they've adventured to before, but in the present. I have just finished researching France and have learned a lot about the people in France, how they live, and what they consider important. It was so interesting to learn about the culture of this fascinating country. There are so many interesting things about the culture of France that you could use in your new story.

- **It has five sentences.**
- **It sounds like you're talking to Mary Pope Osborne.**
- **It sounds like the writer is excited.**
- **It clearly states why the letter is being written.**
- **It mentions Jack and Annie.**
- **It matches the Performance Task Invitation.**
- **The sentences are long.**
- **Several sentences contain adjectives.**
- **It seems to have a topic sentence, detail sentences, and an ending sentence.**
- **It doesn't tell any facts about the country yet.**



Structure of the Opening Paragraph
(For Teacher Reference)

I was so excited to hear you were writing a new *Magic Tree House* book series that I wanted to write you this letter. I think it's a great idea for Jack and Annie to revisit some of the countries they've adventured to before, but in the present. I have just finished researching France and have learned a lot about the people in France, how they live, and what they consider important. It was so interesting to learn about the culture of this fascinating country. There are so many interesting things about the culture of France that you could use in your new story.

Opening paragraph: <i>main idea of the letter</i>	Introduction/ reason for writing:	I was so excited to hear you were writing a new <i>Magic Tree House</i> book series that I wanted to write you this letter.
	Background	I think it's a great idea for Jack and Annie to revisit some of the countries they've adventured to before, but in the present. I have just finished researching France and have learned a lot about the people in France, how they live, and what they consider important. It was so interesting to learn about the culture of this fascinating country.
	Main idea	There are so many interesting things about the culture of France that you could use in your new story!



Criteria for a Quality Research-Based Letter Anchor Chart
(For Teacher Reference)

- **Has an opening paragraph that explains the reason for the letter**
Includes a clear and inviting introduction that states the topic and purpose for writing
- **Sounds like it's for Mary Pope Osborne**
Demonstrates an understanding of audience



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 3: Lesson 3

Reviewing the Research on Japan: Determining Topics for the Informative Paragraphs



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can produce writing that is appropriate to task and purpose (with support). (W.3.4)</p> <p>I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)</p> <p>I can sort evidence into provided categories. (W.3.8)</p> <p>I can use conventions to send a clear message to my reader. (L.3.2)</p> <p>I can compare how people use language when they write versus when they talk. (L.3.3b)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can capitalize appropriate words, such as names and titles.• I can review information gathered from my research on Japan.• I can use the Topic Decision recording form to identify the topics of my two informative paragraphs for my Japan practice letter.	<ul style="list-style-type: none">• Letters to a family member or friend• Topic Decision recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Warming Up with Conventions (13 minutes)B. Unpacking the Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Reviewing the Japan Recording Forms (8 minutes)B. Determining Topics for the Body Paragraphs: Using the Topic Decision Recording Form (35 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Revisit the Learning Targets (2 minutes)4. Homework<ol style="list-style-type: none">A. Complete the Using Capitalization Correctly Homework form.	<ul style="list-style-type: none">• Students continue their guided writing experience about Japan, begun in Lesson 2. In this lesson, specifically, students learn how to determine topics for body paragraphs so that they can apply this learning in on-demand writing about their expert country during the Mid-Unit 3 Assessment (in Lesson 7).• This lesson includes a think aloud in which you show students how to choose a topic to write about. A sample think aloud has been provided for writing about kanji (from Japan). While conducting this think-aloud, fill in the recording form (as students would) so students can see the authentic task in progress.• This lesson begins with a warm-up about correct capitalization in writing. Students use the letter they have crafted for homework to check for accuracy with capitalizing names and titles. A Summary of Conventions for Third Grade has been included in the supporting materials for teacher reference. Consider collecting students' letters as a formative assessment.• Also see the module overview and the stand-alone document titled Foundational Reading and Language Standards Resources Package for Grades 3–5. This resource package is designed to give teachers resources and guidance for addressing the CCSS foundational reading and language ELA standards, including the Show the Rule™ strategy for teaching language conventions. This would be a natural extension of the mini-lesson in Opening A.• In Lesson 4, students will engage in partner work to draft the body paragraphs for their Japan practice letter. In order to do that, they first need to make a decision about what topics they will write about in their two body paragraphs. Students also need a structure for reviewing the many recording forms they have completed on Japan. It is from these recording forms that they will choose their topics. In this lesson, the Topic Decision recording form is introduced to provide a structure for the review of information on the Japan recording forms.• Consider placing each student's collection of recording forms in a folder created by folding a 12-by-18 piece of construction paper in half.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• In advance:<ul style="list-style-type: none">– Create and post the Words We Capitalize in Writing anchor chart.– Gather students' Exploring Culture (Customs) recording forms and Exploring Culture (Traditions) recording forms from Unit 1, Lessons 10 and 11.– Review the Exploring Culture (Customs) recording form (answers, for teacher reference) and Exploring Culture (Traditions) recording form (answers, for teacher reference).– Plan your think-aloud for Work Time B.• Post: Learning targets.

Lesson Vocabulary	Materials
research-based, topic, body paragraph, decision, capitalization	<ul style="list-style-type: none">• Words We Capitalize in Writing anchor chart (new; teacher-created; see supporting materials)• Analyzing the Model Letter anchor chart 2: Informative Body Paragraphs (begun in Lesson 1)• Exploring Culture (Customs) recording form (from Unit 1, Lesson 10; one per student)• Exploring Culture (Customs) recording form (answers from Unit 1, Lesson 10; for teacher reference)• Exploring Culture (Traditions) recording form (from Unit 1, Lesson 11; one per student)• Exploring Culture (Traditions) recording form (answers from Unit 1, Lesson 11; for teacher reference)• Performance Task Model: Writing about France (from Lesson 1; one to display)• Document camera• Topic Decision recording form (one per student and one to display)• <i>Exploring Countries: Japan</i> (book; distributed in Unit 2; one per student)• Summary of Conventions for Third Grade (for teacher reference)• Using Capitalization Correctly Homework form (one per student)



Opening	Meeting Students' Needs
<p>A. Warming Up with Conventions (13 minutes)</p> <ul style="list-style-type: none">• Instruct students to have their letters to a family member or friend in hand. This homework was assigned in Lesson 1.• Direct students' attention to the learning targets and read the first one aloud:<ul style="list-style-type: none">* "I can capitalize appropriate words, such as names and titles."• Tell students that today they are going to do some writing. To warm up for writing, they will practice some editing. Ask:<ul style="list-style-type: none">* "Think back to Module 1. What do you remember about editing writing?"• Ask for volunteers to share out.• Inform students that they are going to look at the letter they wrote for homework and make sure they have capital letters in the correct places.• Display the Words We Capitalize in Writing anchor chart. Review the chart with students, discussing the various rules for correct capitalization.• Then, say something like: "There are several rules we need to remember as writers for when to capitalize words. Let's practice some together. I will give you a sample that has a capitalization mistake in it. If you see the mistake, put a silent thumb at your heart."• Provide a couple of example sentences with incorrect capitalization for the class to correct together. Try to provide examples that target each of the capitalization rules.• Ask students to turn and talk:<ul style="list-style-type: none">* "What mistakes do you see, and how would you correct them?"• Call on volunteers to share how to correct the mistakes.• Invite students to read their letters aloud to themselves and look for incorrect capitalization.• Allow time for students to correct their mistakes. If time permits, have them share their self-corrections with a peer.	<ul style="list-style-type: none">• If a student does not have his/her homework letter, pair the student with a peer who has completed the work. Ensure that the student completes the work at another point in the day.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking the Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Ask students to move to sit with their writing partners.• Direct students' attention to the remaining learning targets. Read one target aloud at a time, pausing after each to let partners discuss what they think each target means.• Cold call students to share out. Clarify as necessary.	<ul style="list-style-type: none">• When unpacking the learning targets, consider using visuals to support the meaning of key words in the target.

Work Time	Meeting Students' Needs
<p>A. Reviewing the Japan Recording Forms (8 minutes)</p> <ul style="list-style-type: none">• Display the Analyzing the Model Letter anchor chart 2 from Lesson 1.• Remind students that they are working on writing letters to Mary Pope Osborne. In the previous lesson, they wrote the opening to their letter with their writing partner. In this lesson, they will turn their focus to the two body paragraphs that contain research and reasons as to why Mary Pope Osborne should write another story about Japan.• Encourage students to think back on all the work they did learning about Japan in Unit 1. Ask:<ul style="list-style-type: none">* "Where might you look for information about Japan's culture in the present day?"• Ask for volunteers to share out. Listen for them to say they need to look back at their Japan recording forms from their <i>Exploring Countries: Japan</i> text.• Ask students to locate their Exploring Culture (Customs) and Exploring Culture (Traditions) recording forms about Japan.• Tell them they will now review these recording forms with their writing partner.• Allow partners about 8 minutes to review the two recording forms.	



Work Time (continued)	Meeting Students' Needs
<p>B. Determining Topics for the Body Paragraphs: Using the Topic Decision Recording Form (35 minutes)</p> <ul style="list-style-type: none">• Refocus students whole group. Display the Performance Task Model: Writing about France via a document camera.• Point to the two informative paragraphs as you say to students: “You all need a way to decide what to write about in the two informative body paragraphs for your letter. You worked so hard in Unit 1 reading, researching, and recording information about Japan’s culture. As you worked, you recorded information on the Exploring Culture (Customs) recording form and Exploring Culture (Traditions) recording form. You just spent time refamiliarizing yourself with these recording forms. Now, you will need to select two topics that relate to Japanese culture, one for each body paragraph in your letter.”• Distribute the Topic Decision recording form and make sure students have their Exploring Countries: Japan text. Display a copy of the recording form on the document camera.• Review the steps listed at the top of the recording form:<ul style="list-style-type: none">– Look over the selected recording forms from Unit 1.– Look for topics you think would be interesting for Mary Pope Osborne to use in her new story.– Go back into the text and reread. This will help you make your decision.– If you feel that a topic might work, list it in the left-side column.– Make a decision about which two topics will be used in the Japan letter.• Explain that there are two questions students should keep in mind when choosing their topics:<ul style="list-style-type: none">* “Will this culture topic be interesting enough to include in a <i>Magic Tree House</i> story set in present-day Japan?”* “Do I understand the topic deeply enough to be able to write about it?”• Go on to explain that the more deeply they understand a particular aspect of culture, the easier it will be to write the paragraph, so they should choose topics they feel comfortable explaining.• Direct students’ attention to the projected Topic Decision recording form.• Use a think-aloud to model choosing an aspect of Japanese culture to write about and completing the Topic Decision recording form. Using a think-aloud approach will allow you to stop and answers students’ questions as they come up during the process.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Your think-aloud might sound like this (adapt to suit your personal style):<ul style="list-style-type: none">– “I sure have a lot of information about the culture of Japan on my recording forms! I’ve looked over my Exploring Culture (Customs) recording form. On this recording form, I made a note about writing in ‘kanji.’ I see there is information on page 17 of <i>Exploring Countries: Japan</i> about this topic. I think I will go back to the text and see what it says about kanji.”– (Open to page 17 and pause for a few moments as if reading.) “It says that kanji writing is made of characters that are part of the Japanese language. There are thousands of these characters, but 2,000 are used in everyday life. It is a custom in Japan for schoolchildren to learn kanji characters. By the end of middle school, they have been taught a total of 2,000 characters!– That is all very interesting, and I think it would work well in a <i>Magic Tree House</i> story set in present-day Japan. I’m going to add kanji to my Topic Decision recording form.”• Record the topic on the Topic Decision recording form.• Direct writing partners to review the sequence of steps listed at the top of the Topic Decision recording form.• Then, ask partners to discuss the process they will follow for deciding whether to record a topic.• Answer any clarifying questions.• Tell students they have 15 minutes to work together to add topics to their Topic Decision recording forms. Both students should record their ideas on their own recording forms.• Invite students to decide which topics they will write about by placing a check mark in that row on the far right side of their recording form.	<ul style="list-style-type: none">• Collaboration supports students’ engagement.



Closing and Assessment	Meeting Students' Needs
<p>A. Revisit the Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Refocus students whole group. Direct students' attention to the learning targets.• Read each target aloud, pausing after each to ask students to use Fist to Five to identify their perceived level of success with the specific target.• If time allows, ask for volunteers to share the choices they made for their body paragraphs.• Distribute and preview the Using Capitalization Correctly Homework form.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Complete the Using Capitalization Correctly Homework form.	



EXPEDITIONARY
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Grade 3: Module 2B: Unit 3: Lesson 3

Supporting Materials



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Words We Capitalize in Writing Anchor Chart

1. Capitalize the first word in a sentence and the pronoun *I*.

Examples: The dog is brown.

My mom was a teacher.

Do you think I can go too?

2. Capitalize dates and names of people.

Examples: The first month of the year is January.

I love Saturdays!

Sally is a girl in our class.

The author of our book is Mary Pope Osborne.

3. Capitalize holidays, product names, and geographic names.

Examples: In November, we celebrate Thanksgiving.

One type of car is a Ford.

The country we are writing about is Japan.

4. Capitalize appropriate words in titles.

Examples: The Magic Tree House is a book series.

Words We Capitalize in Writing



Topic Decision Recording Form

Name: _____

Date: _____

Directions:

1. Look over the selected recording forms from Unit 1.
2. Look for topics you think would be interesting for Mary Pope Osborne to use in her new story.
3. Go back into the text and reread. This will help you make your decision.
4. If you feel that a topic might work, list it in the left-side column and note the page number(s) in the middle column.
5. Review what you've recorded and make a decision about which two topics will be used in the Japan letter.

Ideas for Informative Paragraph Topic	Page Number(s)	My Topic Choices ✓
1.		
2.		
3.		
4.		



Topic Decision Recording Form

Place a √ or an X to indicate which two topics you have chosen for your informative paragraphs.

I am selecting these topics for my informative paragraphs because:



Summary of Conventions for Third Grade
(For Teacher Reference)

Grade Introduced	Capitalization
K	Capitalize the first word in a sentence and the pronoun I.
1	Capitalize dates and names of people.
2	Capitalize holidays, product names, and geographic names.
3	Capitalize appropriate words in titles.

Grade Introduced	Punctuation
K	Recognize and name end punctuation.
1	Use end punctuation for sentences.
2	Use commas in greetings and closings of letters.
2	Use an apostrophe to form contractions and frequently occurring possessives.
3	Use commas in addresses.
3	Use commas and quotation marks in dialogue.
3	Form and use possessives.

By grade 3, students should ...	Spelling
	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.



Using Capitalization Correctly Homework

Name:

Date:

Directions: Fix the capitalization mistakes in the writing below. Rewrite the sentence correctly on the line.

Remember the rules for capitalization:

1. Capitalize the first word in a sentence and the pronoun *I*.
2. Capitalize dates and names of people.
3. Capitalize holidays, product names, and geographic names.
4. Capitalize appropriate words in titles.

1. Mary pope osborne is the author of the *Magic tree House* series.

2. Winter is a season that usually starts in december.

3. We have studied the countries of japan, Iraq, india, and italy.

4. The title of our chart in class was: words we capitalize in Writing.



Using Capitalization Correctly Homework
(Answers, for Teacher Reference)

Directions: Fix the capitalization mistakes in the writing below. Rewrite the sentence correctly on the line.

Remember the rules for capitalization:

1. Capitalize the first word in a sentence and the pronoun *I*.
2. Capitalize dates and names of people.
3. Capitalize holidays, product names, and geographic names.
4. Capitalize appropriate words in titles.

1. Mary pope osborne is the author of the *Magic tree House* series.

Mary Pope Osborne is the author of the *Magic Tree House* series.

2. Winter is a season that usually starts in december.

Winter is a season that usually starts in December.

3. We have studied the countries of japan, Iraq, india, and italy.

We have studied the countries of Japan, Iraq, India, and Italy.

4. The title of our chart in class was: words we capitalize in Writing.

The title of our chart in class was: Words We Capitalize in Writing.



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 3: Lesson 4

Writing the Informative Paragraphs: Incorporating Research into Our Writing



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

I can produce writing that is appropriate to task and purpose (with support). (W.3.4)
I can write an informative/explanatory text. (W.3.2)
I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. (W.3.2a)
I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)
I can sort evidence into provided categories. (W.3.8)
I can compare how people use language when they write versus when they talk. (L.3.3b)

Supporting Learning Targets

- I can practice for the performance task by writing about Japan (with support).
- I can plan my writing for my informative paragraphs by completing a Paragraph Writing graphic organizer.
- I can identify additional criteria for a strong research-based letter.

Ongoing Assessment

- France Model: Informative Paragraphs recording form
- Students' informative draft paragraphs



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer: Unpacking the Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Examining the Informative Paragraphs (15 minutes)B. Mini Lesson: Crafting an Informative Paragraph Using Modeling and Think-aloud (20 minutes)C. Independent Practice: Planning and Drafting an Informative Paragraph Using the Paragraph Writing Graphic Organizer (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Criteria for a Quality Research-Based Letter: Expanding the Criteria List (10 minutes)4. Homework<ol style="list-style-type: none">A. Begin reading your independent reading book for this module. Choose a text from the Recommended Texts list.	<ul style="list-style-type: none">• As in previous lessons, students first look at the model letter about France and then apply their learning during guided practice writing about Japan. Lessons 4 and 5 provide time for students to draft the body paragraphs for the Japan letter. This lesson provides heavier scaffolding in preparing to write, and Lesson 5 provides more time for students to work independently on drafting. Work that is not completed in Lesson 4 can continue into Lesson 5.• In Work Time B, a think-aloud is meant to model an authentic writing experience: you truly craft a paragraph about kanji (from Japan), in real time, in front of students. When creating the think aloud paragraph, be sure to include places which can be revised in the second half of the unit for adjectives and simple and compound sentences. There is a sample paragraph included in this lesson's supporting materials for your reference. Note, however that you will create a similar paragraph "live," rather than just handing out this completed paragraph.• The paragraph that you write should be typed and distributed in either Lesson 5 or 6, since students will need a copy of the paragraph that you write paragraph in Lesson 6. Since students are working on drafting the informative body paragraphs, this would be an optimal time to also introduce the Show the Rule strategy so that students may incorporate the rule into their writing.• Homework for this lesson involves independent reading. See the Unit 3 overview for details; be sure that independent reading is "launched" before this lesson.• Note the anchor chart Criteria for Quality Research-Based Letter is updated and added to in this lesson. Be sure students have access to the most current anchor chart and that it contains all the necessary components.• In advance:<ul style="list-style-type: none">– Prepare the think-aloud for Work Time B. Consider using the Think-aloud for Work Time B provided in the supporting materials.– Post: Learning targets, the Criteria for a Quality Research-Based Letter anchor chart.



Lesson Vocabulary	Materials
informative, criteria	<ul style="list-style-type: none">• Performance Task Model: Writing about France (from Lesson 1)• Analyzing the Anchor chart 2: Informative Body Paragraphs (begun in Lesson 1)• Topic Decision recording form (from Lesson 3; one per student)• Paragraph Writing graphic organizer (one per student and one to display)• Kanji paragraph• Paragraph Writing graphic organizer (kanji paragraph, for teacher reference)• Think-aloud for Work Time B (for teacher reference)• Criteria for a Quality Research-Based Letter anchor chart (begun in Lesson 2)• Criteria for a Quality Research-Based Letter anchor chart (for teacher reference)• Books for independent reading (see Unit 3 overview and Unit 3 Recommended Texts lists)

Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the learning targets and read the first two aloud:<ul style="list-style-type: none">* "I can practice for the performance task by writing about Japan (with support)."* "I can plan my writing for my informative paragraphs by completing a Paragraph Writing graphic organizer."• Ask:<ul style="list-style-type: none">* "Based on these targets, what will you be working on today as writers? What is new about today's learning?"• Cold call students to share out.• Remind them that in their journeys as letter writers, they have looked at a model letter about France to help them picture what their final product will look like. They also used the letter to think about how to craft an engaging opening (in Lesson 2).• Yesterday, they made decisions about what they wanted to write about for the body of the letter. Today, they will look again at the France letter to see how to draft the informative paragraphs that make up the body of the letter.	<ul style="list-style-type: none">• Consider having a visual of the writing process posted for students to refer to.



Work Time	Meeting Students' Needs
<p>A. Examining the Informative Paragraphs (15 minutes)</p> <ul style="list-style-type: none">• Ask students to locate their Performance Task Model: Writing about France.• Direct students' attention to the Analyzing the Anchor chart 2: Informative Body Paragraphs. Remind students that in Lesson 1, they looked at the model letter of France and thinking about each part of the letter. Today they will be focusing on the informative body paragraphs.• Invite students to read along silently in their heads as you read the actual paragraph from the France letter, and students' responses on Anchor Chart 2 from Lesson 1.• After reading, inform students that you want to be sure they noticed everything they should to help them with their writing. Pose the following questions to students. Tell students that you will ask a question, allow them time to discuss with a partner, and then you will cold call for responses:<ul style="list-style-type: none">* "What do we notice about the paragraphs?"* "What do we notice about the sentences?"* "What do we notice about the words in the paragraph?"* "What do we notice about the capitalization, spelling, and punctuation?"• As students share, record new responses on Anchor Chart 2: Informative Body Paragraphs. Be sure answers include:<ul style="list-style-type: none">– The paragraphs have many sentences (9 or 10 sentences).– Each paragraph has a topic sentence, detail sentences, and an ending sentence.– Each paragraph has a topic.– The sentences are long.– There are several details in each paragraph.– The detail sentences contain accurate facts from research.– A lot of adjectives are used.– There is sentence variety—they don't all start the same or sound the same.– The sentences all make sense.	<ul style="list-style-type: none">• Strategic partnerships will support ELLs. Students may respond in their native language.• Reading aloud the model letter will support struggling readers so they can focus on the writing structure.• After recording student ideas, ask the class to reread what was recorded aloud with you. This will support students in knowing what was written so all of them can access it later.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">– There is good control of spelling, capitalization, and punctuation.– Sometimes the sentences end with exclamation points or question marks.• Congratulate students on their keen observations. Leave this anchor chart on display for the remainder of the lesson.	
<p>B. Mini Lesson: Crafting an Informative Paragraph Using Modeling and Think-aloud (20 minutes)</p> <ul style="list-style-type: none">• Remind students that in the previous lesson, they reviewed information from their Exploring Culture (Customs) and Exploring Culture (Traditions) recording forms. Then, using those recording forms, they chose two topics for their informative paragraphs.• Use a think-aloud to model how to take a topic listed on the Topic Decision recording form and prepare to write about it using the Paragraph Writing graphic organizer.• Display the Paragraph Writing graphic organizer. Students need to be able to see it during the think-aloud.• Remind students that when they examined the informative paragraphs in the France model letter, they noticed that each followed the standard paragraph format: topic sentence, detail sentences, ending sentence. The Paragraph Writing graphic organizer will guide them through this format in the drafting of their own paragraphs.• Conduct the think-aloud by modeling how to craft the kanji paragraph using the Paragraph Writing graphic organizer (answers, for teacher reference). Consider using the Think-aloud for Work Time B as a guide (see the supporting materials)• Review by thinking aloud about what is recorded on the organizer.• After the paragraph is complete, read the finished paragraph aloud to the class. Ask the class to whisper-read it with you.	<ul style="list-style-type: none">• Incorporate frequent turn and talks to increase student engagement during modeling.



Work Time (continued)	Meeting Students' Needs
<p>C. Independent Practice: Planning and Drafting an Informative Paragraphs Using the Paragraph Writing Graphic Organizer (10 minutes)</p> <ul style="list-style-type: none">• Ask students to turn and talk:<ul style="list-style-type: none">* “What steps did you notice me taking during the mini lesson?”• Invite volunteers to share out. Ensure that students understand how to expand their topic into a paragraph, using the proper paragraph format.• Ask them to take their materials and return to their seats.• Give students 10 minutes to use one of their topic choices from the Topic Decision recording form and complete the Paragraph Writing graphic organizer.• As they finish, let them know that they should start drafting their paragraph. Tell them they will have time to continue writing their drafts in the next lesson.• Circulate and assist as necessary.	<ul style="list-style-type: none">• Pull an invitational group for students who need additional support in organizing ideas to write.



Closing and Assessment	Meeting Students' Needs
<p>A. Criteria for a Quality Research-Based Letter: Expanding the Criteria List (10 minutes)</p> <ul style="list-style-type: none">• Display the Criteria for a Quality Research-Based Letter anchor chart from Lesson 2.• Review with students what the criteria list contains so far.• Direct students' attention to the final learning target and ask for a volunteer to read it aloud:<ul style="list-style-type: none">* "I can identify additional criteria for a strong research-based letter."• Underline the word <i>criteria</i>. Remind students that criteria are qualities or characteristics.• Continue by saying something like:<ul style="list-style-type: none">* "We started this anchor chart in Lesson 2. Think of our work today with the informative paragraphs. Based on the work we've done so far, what criteria can we add to our anchor chart?"• Cold call students to share out. Refer the Criteria for a Quality Research-Based Letter anchor chart (for teacher reference) for additional criteria that should be highlighted during this discussion.• As ideas come forth, add them to the Criteria for a Quality Research-Based Letter anchor chart.• Remind students that they will continue to add to this criteria list throughout the unit.• Either during the lesson or at some other point in the school day, be sure students have books for independent reading.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Begin reading your independent reading book for this unit.	



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Grade 3: Module 2B: Unit 3: Lesson 4

Supporting Materials



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Paragraph Writing Accordion Graphic Organizer

.....
Name:
.....

.....
Date:
.....

Topic:

Detail:

Explain:

Detail:

Explain:

Conclusion:



Paragraph Writing Graphic Organizer
(Kanji Paragraph, for Teacher Reference)

Topic:
kanji

Detail:
part of the Japanese language

- Explain:
- **characters that represent words or part of a word**
 - **thousands of kanji characters**
 - **2,000 are part of people's everyday speaking**

Detail:
learned in school

- Explain:
- **1,000 characters taught to students in grade school**
 - **1,000 more learned by the end of middle school**

Conclusion:
important custom in Japan



Think-aloud for Work Time B

Teacher Directions: Adapt this think aloud to suit your own personality and style.

I really like the idea of having one of my informative paragraphs be about kanji writing. I think this topic would work well in a new Magic Tree House story set in present-day Japan. On my Topic Decision recording form, I wrote down page 17. I am going to read that page again.”

(Open to page 17 and pause for a few moments as if reading.)

“On the France Model: Informative Paragraphs anchor chart, we wrote that each of these informative paragraphs must follow the proper format for a paragraph. I’ve got my Paragraph Writing graphic organizer. I’ve used this organizer several times this year. I’m going to write ‘kanji’ on the topic box at the top.”

(Write on the anchor chart.)

“In the text it says kanji characters are part of the Japanese language—that 2,000 of the kanji characters are part of daily use. That makes using kanji a custom. I’m going to write ‘part of Japanese language’ in my first detail box.”

(Write on the anchor chart.)

“In the explanation box for that detail, I’m going to write how kanji are characters that represent a word or part of a word; that there are thousands of kanji characters; and that 2,000 characters are used in daily language.”

(Record all three ideas.)

“For my second detail, I’m going to write how Japanese students learn to write kanji characters in school.”

(Record that detail.)

“In the explanation box for that detail, I’m going to include how schoolchildren learn 1,000 kanji in grade school ...”

(Record.)



Think-aloud for Work Time B

“... and 1,000 more by the end of middle school.”

(Record.)

“To conclude my paragraph, I’m going to make the point of noting that writing and using kanji is an important custom in Japan.”

(Record.)



Criteria for a Quality Research-Based Letter Anchor Chart
(For Teacher Reference)

- Has an opening paragraph that explains the reason for the letter

Includes a clear and inviting introduction that states the topic and purpose for writing

- Sounds like it's for Mary Pope Osborne

Demonstrates an understanding of audience

- There are two paragraphs with information. Each paragraph has a topic. There are lots of specific details in each paragraph.

Includes two informative paragraphs: one detailed paragraph about each aspect of culture chosen

- Each paragraph has a topic sentence, followed by detail sentences, followed by an ending sentence.

Has body paragraphs that each contain a clear topic sentence, supporting details, and a concluding statement

- The information in the paragraphs is accurate and has been gathered from research.

Uses accurate facts, definitions, and details from the research to explain each aspect of culture



Kanji Informative Paragraph
(for Teacher Reference)

Kanji is a part of Japan's culture in the past and in the present. Kanji is a written part of the Japanese culture. It is made up of characters, which are symbols, and the characters represent whole words or just parts of a word. Japanese children first learn to write Kanji in school. They learn 1,000 in grade school, and that increases to 2,000 when they leave middle school. Kanji is an important custom in Japan that was used in the past and is used in the present.



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 3: Lesson 5

Continuing Writing the Informative Paragraphs: Incorporating Research into Our Writing



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

I can produce writing that is appropriate to task and purpose (with support). (W.3.4)
I can write an informative/explanatory text. (W.3.2)
I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. (W.3.2a)
I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)
I can sort evidence into provided categories. (W.3.8)
I can compare how people use language when they write versus when they talk. (L.3.3b)
I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- I can use descriptive words in my writing to show details.
- I can practice for the performance task by writing about Japan (with support).
- I can draft my informative paragraphs using a Paragraph Writing graphic organizer.
- I can give kind, helpful, and specific feedback to my writing partner.

Ongoing Assessment

- France Model: Informative Paragraphs recording form
- Students' informative draft paragraphs



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Writer: Words That Work: Descriptive Words (10 minutes)Unpacking Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Independent Practice: Planning and Drafting Informative Paragraph 1 Using the Paragraph Writing Graphic Organizer (15 minutes)Peer Critique Protocol on Informative Paragraph 1 (10 minutes)Independent Practice: Planning and Drafting Informative Paragraph 2 Using the Paragraph Writing Graphic Organizer (15 minutes)Closing and Assessment<ol style="list-style-type: none">Things I Need to Remember for Writing (5 minutes)Homework<ol style="list-style-type: none">Complete any informative paragraphs not completed today in class.	<ul style="list-style-type: none">As noted in Lesson 4, Lessons 4 and 5 provide time for students to draft the body paragraphs for their Japan letters. Lesson 4 offered a model and support in preparing to write, and this lesson provides more time for students to work independently on drafting their pieces. Work that was not completed in Lesson 4 is completed in this lesson and for homework.Students' independent drafting time is broken up by receiving feedback of their paragraph's structure from their writing partner. Students should use this feedback to revise their current writing and inform the writing they do in Work Time C.In Closing A, students are introduced to a new recording form: Things I Need to Remember for Writing. They use this form as a personal log to record what they need to remember about the writing process based on feedback they receive from peers or teachers. Since each log is dependent on the student, they will vary from student to student. This form should be collected periodically to check for student misconceptions. Specific lessons will direct teachers when to collect and review it.In Lesson 6, students will need a copy of the kanji paragraph that you crafted "live" during Lesson 5. Consider distributing a typed up version of your paragraph during this lesson.In advance:<ul style="list-style-type: none">Prepare and post the Words That Work: Descriptive Words anchor chart, Criteria for a Quality Research-Based Letter anchor chart, and Peer Critique Protocol anchor chart.Post: Learning targets.



Lesson Vocabulary	Materials
descriptive, informative, critique, protocol, criteria	<ul style="list-style-type: none">• Small white boards (one per pair of students)• White board markers and erasers (one each per student)• Words That Work: Descriptive Words anchor chart (new; teacher-created; see supporting materials)• Words That Work: Descriptive Words anchor chart (for teacher reference)• Paragraph Writing graphic organizer (from Lesson 4; two per student, one from Lesson 4 and one new blank copy per student; one to display)• Topic Decision recording form (from Lesson 3)• Document camera• Equity sticks• Criteria for a Quality Research-Based Letter anchor chart (begun in Lesson 2)• Peer Critique Protocol anchor chart (new; teacher-created; see supporting materials)• Things I Need to Remember for Writing recording form (one per student and one to display)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Words That Work: Descriptive Words (10 minutes)</p> <ul style="list-style-type: none">• Gather students in a circle, asking them to sit next to their writing partner.• Distribute the small white boards, white board markers, and erasers.• Display the Words That Work: Descriptive Words anchor chart.• Direct students' attention to the learning targets and read the first one aloud:<ul style="list-style-type: none">* "I can use descriptive words in my writing to show details."• Tell students that this activity will help them think more about descriptive words. Explain that the more they practice with these words, the easier it will be to use them in their writing, including their informative paragraphs. This will help make their writing to Mary Pope Osborne more engaging and interesting for her to read.• Refer to Words That Work: Descriptive Words anchor chart (for teacher reference) as you guide students through the activity.• Give directions:<ol style="list-style-type: none">1. I will announce a word, along with its definition.2. Think with your partner about a more descriptive word that could replace the one I announced.3. Write that word on your white board.4. Hold up your white board when I ask you to do so. I will then write several of the strongest words on the Words That Work: Descriptive Words anchor chart and explain why they're the strongest.5. Erase your white board, and we'll repeat the process.• After 8 minutes, collect students' white boards, markers, and erasers.• Celebrate the work they did in thinking of more descriptive words. Explain that later in the lesson, they are going to think about their own writing about Japan and how they can bring the ideas more to life using some of the words the class collected today.• Keep the Words That Work: Descriptive Words anchor chart posted for student reference.	<ul style="list-style-type: none">• Post visuals to accompany the words presented to assist students in understanding the meaning of the words.• Allow students to use a thesaurus to find synonyms for words.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the learning targets and read the second and third targets aloud:<ul style="list-style-type: none">* "I can practice for the performance task by writing about Japan (with support)."* "I can draft my informative paragraphs using a Paragraph Writing graphic organizer."• Ask students to give a thumbs-up, -sideways, or -down to show whether they think they are on track for each of these targets.• Ask for volunteers to share why they self-assessed as they did.	<ul style="list-style-type: none">• When unpacking the learning targets, highlight or underline key words that help students understand what they need to know and be able to do by the completion of the lesson.



Work Time	Meeting Students' Needs
<p>A. Independent Practice: Planning and Drafting Informative Paragraph 1 Using the Paragraph Writing Graphic Organizer (15 minutes)</p> <ul style="list-style-type: none">• Remind students of the work they did in Lesson 4: preparing to write the informative paragraphs for the body of the letter.• Display the Paragraph Writing graphic organizer and Topic Decision recording form one at a time, using a document camera. Have students reorient themselves to these forms.• Ask them to turn and talk:<ul style="list-style-type: none">* “How did you use the Paragraph Writing graphic organizer and Topic Decision recording form in the previous lesson to organize your writing?”• Use equity sticks to cold call a few students to share with the class.• Reinforce that in the last lesson, students examined the informative paragraphs from the France model letter and noticed that each followed the standard paragraph format: topic sentence, detail sentences, ending sentence. The Paragraph Writing graphic organizer follows this same format, so it makes it easy to plug their ideas into this organizer.• Refer students to the Criteria for a Quality Research-Based Letter anchor chart, which is posted to support them in thinking about what their finished letter will need to contain.• Tell students they will pick up where they left off in the previous lesson: filling out their Paragraph Writing graphic organizer or drafting their first body paragraph.• Ask students to return to their seats. Distribute a new copy of the Paragraph Writing graphic organizer.• Invite them to take out their Paragraph Writing graphic organizer and Topic Decision recording form.• Give them 10 minutes to continue working.• During independent work time, consider calling invitational writing groups that may need additional support with organizing writing or drafting the paragraph.• If students finish their first informative paragraph before time is called, they may begin working on their second informative paragraph.	<ul style="list-style-type: none">• Pull invitational writing groups for students who need additional writing support.



Work Time (continued)	Meeting Students' Needs
<p>B. Peer Critique Protocol on Informative Paragraph 1 (10 minutes)</p> <ul style="list-style-type: none">• Read the final learning target aloud:<ul style="list-style-type: none">* “I can give kind, helpful, and specific feedback to my writing partner.”• Tell students that they are going to listen to their writing partners read their informative paragraph drafts aloud. While they are listening to their partner, they should prepare to give them feedback on this criterion:<ul style="list-style-type: none">– The paragraph has a topic sentence, followed by detail sentences, followed by an ending sentence.• This means students will focus mainly on the organization of their partner’s paragraph. Remind them that for this feedback to be helpful, they should focus only on this specific area. Other proofreading and editing will happen later.• Remind students about the steps of the critique protocol, which are identified on the Peer Critique Protocol anchor chart. Review and clarify as necessary.<ol style="list-style-type: none">1. Author and Listener: Review area of critique focus from criteria list2. Author: Reads his or her piece3. Listener: Gives feedback based on criterion/criteria: “I like how you _____. You might consider _____.”4. Author: Records feedback directly on draft5. Author: Says, “Thank you for _____. My next step will be _____.”6. Switch roles and repeat.• Address any clarifying questions.• Ask students to take their informative paragraph drafts and quietly move to sit with their writing partners.• Ask them to begin reading aloud and providing feedback.• Circulate to support students with the critique process, helping them to follow the protocol and focus their feedback using the criterion given.• After 10 minutes, direct students to thank their writing partners and return to their seats to continue drafting Paragraphs 1 and 2.	<ul style="list-style-type: none">• To further support students, you can add visual cues to your anchor chart or provide copies of the chart for certain students to use at their desk.



Work Time (continued)	Meeting Students' Needs
<p>C. Independent Practice: Planning and Drafting Informative Paragraph 2 Using the Paragraph Writing Graphic Organizer (15 minutes)</p> <ul style="list-style-type: none">• Tell students that now that they have had the chance to receive some feedback from their writing partners, they will continue drafting their informative paragraphs. Students should practice incorporating the feedback they just received into their writing.• Ask them if they have any questions about their tasks.• Give students 15 minutes to continue completing the paragraph organizer and drafting the second informative paragraph.• During independent work time, consider calling invitational writing groups for students who may need additional support with organizing writing or drafting the paragraph.	
Closing and Assessment	Meeting Students' Needs
<p>A. Things I Need to Remember for Writing (5 minutes)</p> <ul style="list-style-type: none">• Distribute and display the Things I Need to Remember for Writing recording form.• Remind students that writing is a process and it is hard to remember everything. This form will be a tool to help them keep track of what they need to remember to be stronger writers. They will add to this throughout the unit.• Quickly model for students how you might fill in the form.• Allow them time to fill in the recording form based on what they need to remember from their work today as writers.• Collect this form to gather data on how students are doing with crafting informative paragraphs.	<ul style="list-style-type: none">• Provide a sentence starter for students needing extra support. A possible starter could be: "I need to remember to_____."
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Complete any informative paragraphs not completed today in class.	<ul style="list-style-type: none">• Send home a copy of the completed kanji organizer and paragraph to support families with the paragraph expectations.



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Grade 3: Module 2B: Unit 3: Lesson 5

Supporting Materials



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Words That Work: Descriptive Words Anchor Chart

Descriptive Word	Descriptive Word That Works Better
pretty	
skinny	
colorful	
metal	
hard	
old	



Words That Work: Descriptive Words Anchor Chart
(For Teacher Reference)

Descriptive Word (meaning can be substituted)	Descriptive Word That Works Better (possible responses)
pretty Meaning: pleasing to the eye	beautiful lovely gorgeous
skinny Meaning: thin and small in stature	thin lean frail
colorful Meaning: full of color	vibrant painted technicolor
metal Meaning: made of a hard substance usually from an inorganic material	copper iron metallic
hard Meaning: not soft	firm concrete
old Meaning: not young	ancient weathered historic



Peer Critique Protocol Anchor Chart
(For Teacher Reference)

- **Author and Listener:** Review area of critique focus from criteria list
- **Author:** Reads his or her piece
- **Listener:** Gives feedback based on criterion/criteria: “I like how you _____. You might consider _____.”
- **Author:** Records feedback directly on draft
- **Author:** Says, “Thank you for _____. My next step will be _____.”
- **Switch roles and repeat.**



Things I Need to Remember for Writing Recording Form

.....
Name:

.....
Date:

There are many things writers need to remember to do before they are ready to present their published writing piece. Use this form to keep track of your new learning about writing and to help you remember important pieces from each lesson.

Note to students: You will use this recording form until the end of the unit.

Lesson	I need to remember ...
5	



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 3: Lesson 6

Writing the Letter's Closing: Concluding Thoughts for Mary Pope Osborne



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

I can produce writing that is appropriate to task and purpose (with support). (W.3.4)
I can write an informative/explanatory text. (W.3.2)
I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. (W.3.2a)
I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)
I can sort evidence into provided categories. (W.3.8)
I can compare how people use language when they write versus when they talk. (L.3.3b)

Supporting Learning Targets

- I can practice for the performance task by writing about Japan (with support).
- I can draft my closing paragraph by using the model provided.
- I can identify additional criteria for a strong research-based letter.

Ongoing Assessment

- France Model: Closing Paragraph recording form
- Completed closing paragraph organizers
- Partner drafts of closing paragraph



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Peer Critique: Sharing Writing and Getting Feedback (8 minutes)2. Work Time<ol style="list-style-type: none">A. Analyzing the Closing Paragraph (10 minutes)B. Independent Practice: Drafting the Closing Paragraph (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Refining the Criteria for a Quality Research-Based Letter (4 minutes)B. Peer Critique: Sharing Writing and Getting Feedback (13 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading your independent reading book at home.	<ul style="list-style-type: none">• This is the last lesson that prepares students to begin their writing for the performance task. In this lesson, students compose their closing paragraphs for their Japan letter.• Lesson 7 is the Mid-Unit 3 Assessment and students will refocus on the specific country they researched in Unit 2: Italy, Iraq, or India. They will write a first draft of their letter to Mary Pope Osborne, following the same steps and structure they used in their practice letter on Japan.• This lesson will refer to the anchor chart created in Lesson 1. Students will be looking at the model letter of France to build an understanding of the closing of a letter. This will follow a structure similar to Lesson 4.• In this lesson, students again receive feedback from their writing partner on their closing paragraph and record their feedback on their Things I Need to Remember for Writing recording form.• If you have not done so in Lesson 5, you need to distribute a copy of the Kanji Informative Paragraph to each student. See Lesson 4 supporting materials.• For Lesson 7, students will need Capturing Key Details recording forms from Unit 2, Lessons 1-5 and Expert Research Matrix from Unit 2, Lessons 12-15. Consider devoting time somewhere in this day to get materials ready for the following lesson.• In advance:<ul style="list-style-type: none">– Display sentence starters for peer critique: “I like how you_____” and “You might want to try_____.”– Post the learning targets.



Lesson Vocabulary	Materials
peer critique, feedback, closing, criteria, analyze	<ul style="list-style-type: none">• Things I Need to Remember for Writing recording form (from Lesson 5; one per student)• Informative paragraphs (from Lessons 4 and 5; students' own)• Criteria for a Quality Research-Based Letter anchor chart (begun in Lesson 2)• Analyzing the Model Letter anchor chart 3: Closing (from Lesson 1)• Colored pencils (three different colors; for teacher use)• Structure of the Closing Paragraph anchor chart (one to display)• Kanji Informative Paragraph (typed up by teacher after think-aloud in Lesson 4; one per student)• Closing Paragraph graphic organizer (one per student)



Opening	Meeting Students' Needs
<p>A. Peer Critique: Sharing Writing and Getting Feedback (8 minutes)</p> <ul style="list-style-type: none">• Congratulate students on the really hard and important work they've been doing to prepare themselves for the performance task.• Remind them that in the previous two lessons, they spent time drafting informative paragraphs for their letter to Mary Pope Osborne about Japan. In the last lesson, they received some feedback from their writing partner, and they will receive more feedback today.• Return to students their Things I Need to Remember for Writing recording form that was collected at the conclusion of Lesson 5.• Say something like: "Writers do a lot of work to make their writing stronger. Every time writers get feedback from someone who reads their writing, they use that feedback to improve their writing. We are going to use the Things I Need to Remember for Writing recording form to keep track of all the feedback we receive from each other so we can become stronger writers."• Ask students to take their informative paragraphs and Things I Need to Remember for Writing recording form and quietly move to sit with their writing partners.• As in the last lesson, tell students they will each read their paragraphs aloud to their partner. As their partner is reading, they should be thinking about one thing they think their partner did well and one thing they think their partner could work on.• Display sentence starters for students to use: "I like how you_____" and "You might want to try_____."• After receiving feedback, students should record their partner's feedback on their Things I Need to Remember for Writing recording form.• Refer students to the Criteria for a Quality Research-Based Letter anchor chart for ideas on possible feedback.• Ask students to begin.	<ul style="list-style-type: none">• Consider providing struggling writers with a recording form that has the sentence starter filled in.



Work Time	Meeting Students' Needs
<p>A. Analyzing the Closing Paragraph (10 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the learning targets and read the first two aloud:<ul style="list-style-type: none">* "I can practice for the performance task by writing about Japan (with support)."• "I can draft my closing paragraph using the model provided."• Clarify as necessary and answer any questions students have about the targets.• Direct students' attention to the Analyzing the Model Letter anchor chart 3: Closing. Remind students that in Lesson 1, they spent time looking at the model letter of France and thinking about each part of the letter. Today they will be focusing on the closing.• Invite students to read along silently in their heads as you read what was listed on the anchor chart in Lesson 1. When reading the anchor chart, be sure to read the actual paragraph from the France letter and the previously recorded students responses.• After reading, inform students that you want to be sure that they noticed everything they should to help them with their writing.• Pose the following question to students:<ul style="list-style-type: none">* "What else do you notice about this paragraph? How is it structured?"• As students share, record new responses on Anchor Chart 3: Closing. Be sure answers include:<ul style="list-style-type: none">– It has several sentences.– It's clear that it's for Mary Pope Osborne (as if the writer is talking to her).– It restates the main idea.– It has a topic sentence, detail sentences, and an ending sentence.– The detail sentences connect to the topics of the informative paragraphs.	<ul style="list-style-type: none">• Support ELLs in understanding the key academic vocabulary in the targets by adding visuals or providing synonyms.• Using different colors will highlight important details in the writing for students.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">– It sounds enthusiastic and positive.– The sentences are long.– Suggestions are given for how to use the topics in the new story with Jack and Annie.– The spelling, capitalization, and punctuation seem correct.– Some sentences end with an exclamation point or a question mark.• Underline the first sentence in the France closing using a colored pencil.• Tell students that this first sentence <i>restates the reason for writing</i>. It names the main idea: “As you can see from what I’ve shared, France would be a perfect return destination for Jack and Annie for one of your new <i>Magic Tree House</i> books.” This sentence serves as the <u>topic sentence</u> for the closing paragraph.• Use a different colored pencil and underline the next three sentences.• Tell students that these sentences provide suggestions for <i>how the information could be used within the plot of the story</i>. They also connect with the Performance Task Invitation. These sentences serve as the <u>detail sentences</u>.• Use a third colored pencil and underline the last two sentences.• Tell students that these sentences <i>clearly bring the letter to a close</i>. The actual ending sentence is: “I hope you will consider sending Jack and Annie back to France.” The final sentence of the letter, “Good luck with your decision!” is an addition to make the end of the letter sound upbeat and positive.• Keep the Anchor Chart 3: Closing on display while students are drafting their closing paragraph. Encourage students to refer to them as they work.	



Work Time (continued)	Meeting Students' Needs
<p>B. Independent Practice: Drafting the Closing Paragraph (25 minutes)</p> <ul style="list-style-type: none">• Display the Structure of the Closing Paragraph anchor chart.• Have students focus specifically on the middle portion: "How this information might be used in the story."• Remind them that the two topics of the France letter are food customs and special events. Make sure they understand the role that the two topics play within the closing paragraph.• Say something like: "Let's look together at how this paragraph combines the ideas that were in the informative body paragraphs. It is reminding the reader one last time of the importance of food customs and special events that take place in France. By putting this in the end, the reader is leaving an important message with Ms. Osborne about how she can use this information in her next book."• Think aloud by saying something like:<ul style="list-style-type: none">* "I notice that the middle of the paragraph is different from what I am used to. It looks to me that this is where I can really convince Ms. Osborne about why Jack and Annie should return to this country. The middle sentences are where I take the important aspects of culture that I wrote about earlier and persuade Mary Pope Osborne that this is the place she should write about next. When I write my closing paragraph, I could use sentences like, 'I think you should send them to _____ because Annie would really like _____' or 'Jack would really like _____ because _____'."• Inform students that they will use this structure in their own writing today, as they think about the closing for their letter on Japan.• Distribute the Kanji Informative Paragraph (if you have not done so in Lesson 5) and the Closing Paragraph graphic organizer.• Point out that the closing paragraph still has parts that we are familiar with: a topic sentence, details, and a closing sentence.• Tell students they will now draft a closing paragraph. They will need to do this writing on their own because of the connection between the informative paragraphs and the closing paragraph. Since they may have chosen different topics than their writing partner, it wouldn't make sense to write their closing paragraphs together.• For their initial writing, encourage students to write down different ways to say what they want for the closing paragraph. Tell them to "get messy" and write down lots of possible sentences and variations of the closing paragraph.• Then, invite students to look over what they have and make decisions about which sentences they like best and which fit together using the structure shared earlier: Restate the reason for writing, offer suggestions for how the information can be used in the story, and bring the letter to a close.	<ul style="list-style-type: none">• Strong adjectives will help to make the students' paragraphs engaging. It's possible that students may overuse a select few adjectives—great, super, interesting. Consider spending a few minutes building a list of potential adjectives for them to use in their letters. As students come upon additional adjectives, they can be shared with the class by adding them to this list.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Remind students that Anchor Chart 3: Closing and the Structure of the Closing Paragraph anchor chart are on display for them to reference if needed.• Have each student write out a clean copy of their paragraph.	

Closing and Assessment	Meeting Students' Needs
<p>A. Refining the Criteria for a Quality Research-Based Letter (4 minutes)</p> <ul style="list-style-type: none">• Draw students' attention to the Criteria for a Quality Research-Based Letter anchor chart.• Review the criteria with the class.• Direct their attention to the learning targets and read the final one aloud:<ul style="list-style-type: none">* "I can identify additional criteria for a strong research-based letter."• Ask students to consider:<ul style="list-style-type: none">* "We have been building this criteria list as we've worked on the Japan practice letter. Think of our work today with the closing paragraph. Based on the work we've done so far, what criteria we can add to our anchor chart?"• Call on volunteers to share out.• As ideas come forth, add them to the Criteria for a Quality Research-Based Letter anchor chart.• Review all of the criteria listed on the anchor chart by reading each one aloud.• Remind students that they will continue to add to this chart throughout the remainder of the unit.	<ul style="list-style-type: none">• As the criteria list is built, consider adding visuals or work samples to support students in knowing what each criteria would look like in writing.



Closing and Assessment (continued)	Meeting Students' Needs
<p>B. Peer Critique: Sharing Writing and Getting Feedback (13 minutes)</p> <ul style="list-style-type: none">• Congratulate students on pushing through with their writing and completing all of the parts of the practice letter on Japan. Tell them that all of this hard work will be so helpful for them as they head into the writing needed for the performance task.• Tell students that they are going to meet with their writing partners to, again, give and receive feedback.• Ask them to take their closing paragraphs and Things I Need to Remember for Writing recording form and quietly move to sit with their writing partners.• Tell students to follow the same sharing and feedback protocol as before:<ol style="list-style-type: none">1. Partner 1 reads his/her paragraph aloud.2. Partner 2 uses these sentence stems to offer feedback: "I like how you_____" and "You might want to try_____."3. Partner 1 records feedback on his/her Things I Need to Remember for Writing recording form.4. The partners switch roles and repeat the steps.• Ask students to begin sharing and offering feedback.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading your independent reading book at home.	



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 3: Lesson 6

Supporting Materials



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and

As you can see from what I've shared, France would be a perfect return destination for Jack and Annie for one of your new *Magic Tree House* books. Annie would love being introduced to French food, since she is always so willing to try new things. And can you imagine what Jack and Annie would say if they were to see the Tour de France? Maybe they could even take part and ride in it. I hope you will consider sending Jack and Annie back to France. Good luck with your decision!

[illegible]



France Model: Closing Paragraph Recording Form
(Answers, for Teacher Reference)

What do you notice about the **closing** paragraph?

As you can see from what I've shared, France would be a perfect return destination for Jack and Annie for one of your new *Magic Tree House* books. Annie would love being introduced to French food, since she is always so willing to try new things. And can you imagine what Jack and Annie would say if they were to see the Tour de France? Maybe they could even take part and ride in it. I hope you will consider sending Jack and Annie back to France. Good luck with your decision!

- **It has several sentences.**
- **It's clear that it's for Mary Pope Osborne (as if the writer is talking to her).**
- **It restates the main idea.**
- **It has a topic sentence, detail sentences, and an ending sentence.**
- **The detail sentences connect to the topics of the informative paragraphs.**
- **It sounds enthusiastic and positive.**
- **The sentences are long.**
- **Suggestions are given for how to use the topics in the new story with Jack and Annie.**
- **The spelling, capitalization, and punctuation seem correct.**
- **Some sentences end with an exclamation point or a question mark.**



Structure of the Closing Paragraph Anchor Chart

As you can see from what I've shared, France would be a perfect return destination for Jack and Annie for one of your new Magic Tree House books. Annie would love being introduced to French food, since she is always so willing to try new things. And can you imagine what Jack and Annie would say if they were to see the Tour de France? Maybe they could even take part and ride in it. I hope you will consider sending Jack and Annie back to France. Good luck with your decision!

Closing Paragraph	Topic sentence	As you can see from what I've shared, France would be a perfect return destination for Jack and Annie for one of your new Magic Tree House books.
	How this information might be used in the story	Annie would love being introduced to French food, since she is always so willing to try new things. Can you imagine what Jack and Annie would say if they were to see the Tour de France? Maybe they could even take part and ride in it.
	Concluding sentence	I hope you will consider sending Jack and Annie back to France. Good luck with your decision!



Closing Paragraph Graphic Organizer

Closing Paragraph	Topic sentence	
	Topic 1: Kanji Topic 2: _____	
	How this information might be used in the story	
	Concluding sentence	



EXPEDITIONARY
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Grade 3: Module 2B: Unit 3: Lesson 7

Mid-Unit Assessment: Writing a First Draft of Research-Based Letter to Mary Pope Osborne about Expert Country



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

- I can use text features to locate information efficiently. (RI.3.5)
- I can determine the main idea of an informational text. (RI.3.3)
- I can retell key ideas from an informational text. (RI.3.3)
- I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2)
- With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4)
- With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)
- I can conduct a research project to become knowledgeable about a topic. (W.3.7)
- I can document what I learn about a topic by taking notes. (W.3.8)
- I can sort evidence into provided categories. (W.3.8)
- I can adjust my writing practices for different time frames, tasks, purposes, and audiences. (W.3.10)

Supporting Learning Targets

- I can write a first draft of my research-based letter to Mary Pope Osborne using research from my *Magic Tree House* and *Exploring Countries* texts.
- I can use the criteria for a high-quality letter in my writing.

Ongoing Assessment

- Mid-Unit 3 Assessment: Writing a First Draft
- Exit Ticket: Success and Challenge



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer: Read-aloud of Performance Task Model: Writing about France (5 minutes)B. Unpacking the Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Moving from Research to Plan to First Draft (10 minutes)B. Mid-Unit 3 Assessment: Writing a First Draft (30 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief: Success and Challenge Exit Ticket (10 minutes)4. Homework<ol style="list-style-type: none">A. A. Continue reading your independent reading book for this unit.	<ul style="list-style-type: none">• In this lesson, students practice independent writing about the country they researched in Unit 2. Students will need access to recording forms from Unit 2. See materials list below for details.• Students complete the Mid-Unit 3 Assessment in this lesson. This task addresses NYSP12 ELA CCLS RI.3.5, RI.3.3, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, and W.3.10. After conducting research in Unit 2, students use the information they have gathered to write the first draft of a letter to Mary Pope Osborne, urging her to write a new book, set in the present day, about the country they have researched (Italy, Iraq, or India). In an informative/explanatory letter, students present their research about the culture of the country and suggest ideas for the plot of the new book.• Collect students' draft writing and assess students using the NYS 4-point rubric. The rubric is a comprehensive tool. However, since this is draft work, which students will revise during the second half of the unit, it is recommended you only score students on the following indicators of the rubric:<ul style="list-style-type: none">– Content and Analysis– Command of Evidence– Coherence, Organization, and Style• Do not provide detailed feedback to students on editing issues, since students have not yet received explicit instruction on revising and editing for this task.• Sample student responses for the letters from each research group are included in the supplemental materials. These samples are not intended to be exemplars but rather an indicator of what students should be writing at this point.• Students should employ the Show the Rule™ strategy commitments in their first draft. If you have not already done so, be sure to teach the Show the Rule™ strategy lesson prior to Lesson 9. See the Module overview and Unit 3 overview for details.• In the second half of the unit, students will practice revision skills with teacher scaffolding. They will revise and edit the research-based letter to Mary Pope Osborne during the end of unit assessment.• Note that after this mid-unit assessment, students do not use the Tracking My Progress form as they have done in past units. Rather, since this is draft writing, they identify successes and challenges to inform their future revisions. Students will complete a Tracking My Progress form at the end of the unit.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• Collect students' exit tickets as a formative assessment.• In advance:<ul style="list-style-type: none">– Help students locate their recording forms from their Unit 2 <i>Magic Tree House</i> and <i>Exploring Countries</i> texts. Students will need:– Capturing Key Details recording forms from Unit 2, Lessons 1-5– Culture Research Matrix recording form from Unit 2, Lessons 12-15• Post the Criteria for a Quality Research-Based Letter anchor chart and the learning targets.

Lesson Vocabulary	Materials
criteria, rubric, research-based, draft, success, challenge	<ul style="list-style-type: none">• Criteria for a Quality Research-Based Letter anchor chart (begun in Lesson 2)• Document camera• Performance Task Model: Writing about France (from Lesson 1; one to display)• Capturing Key Details recording forms (from Unit 2, Lessons 1-5)• Structure of a Letter to Author recording form (one per student and one to display)• Mid-Unit 3 Assessment: Writing a First Draft about Expert Country (one per student)• Mid-Unit 3 Assessment: Writing a First Draft about Expert Country- India (sample response, for teacher reference)• Mid-Unit 3 Assessment: Writing a First Draft about Expert Country- Iraq (sample response, for teacher reference)• Mid-Unit 3 Assessment: Writing a First Draft about Expert Country- Italy (sample response, for teacher reference)• New York State Grade 3 Expository Writing Evaluation Rubric (one per student; see Teaching Notes)• Exit Ticket: Success and Challenge (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Read-aloud of Performance Task Model: Writing about France (5 minutes)</p> <ul style="list-style-type: none"> • Focus students on the posted Criteria for a Quality Research-Based Letter anchor chart. Remind students of the work they have been doing in crafting letters to Mary Pope Osborne. They have been particularly interested in practicing how best to share their information in a way that Ms. Osborne will find engaging and informative. Tell them that today they are going to listen to the model letter about France again. Although they've heard this letter before, this time they are going to listen for all the criteria that they have been learning about. • Using a document camera, display the Performance Task Model: Writing about France. • Ask students to read along in their heads as you read the letter aloud. • Invite them to turn and talk with an elbow partner: <ul style="list-style-type: none"> * "With your partner, read over the Criteria for a Quality Research-Based Letter anchor chart and think about what criteria you heard show up in the letter." • Cold call students to share out. • Tell them that today they are going to write the first draft of their letter to Ms. Osborne about the country they researched: Italy, Iraq, or India. Tell students that you are confident in their ability to complete this task, as they've been practicing the necessary skills with their letters about Japan. Let them know that they will plan first, and then write. 	<ul style="list-style-type: none"> • Because this is an assessment, all learners should complete this first draft independently. Display the model letter for students to refer to in this lesson.
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to the learning targets and read them aloud. <ul style="list-style-type: none"> * "I can write a first draft of my research-based letter to Mary Pope Osborne using research from my <i>Magic Tree House</i> and <i>Exploring Countries</i> texts." * "I can use the criteria for a high-quality letter in my writing." • Reread the second half of the first target: <ul style="list-style-type: none"> * "... using research from my <i>Magic Tree House</i> and <i>Exploring Countries</i> texts." • Ask students to turn and talk with a different elbow partner: <ul style="list-style-type: none"> * "What does it mean to use research from your texts in your writing? What will you need to do as a writer today?" • Ask for volunteers to share out. 	



Work Time	Meeting Students' Needs
<p>A. Moving from Research to Plan to First Draft (10 minutes)</p> <ul style="list-style-type: none">• Ask students to locate and take out their Capturing Key Details recording forms from Lessons 1-5 from Unit 2.• While they are doing this, display the Structure of a Letter to Author recording form.• Point out that students should be familiar with this form, since it is very similar to the recording form they used for the opening, body, and closing paragraphs for their practice letters about Japan. Today, they will use it for their letter about India, Iraq, or Italy.• Review the recording form and answer clarifying questions.• Explain to students that before they begin writing their first draft, they need to plan what they are going to write. This means that as research-based writers, they will have to look at their research and decide what to write about in a fairly short amount of time.• This process will be similar to when students chose their topics for their Japan letters, using their Exploring Culture (Customs) and Exploring Culture (Traditions) recording forms.• Clarify any questions and release students to work on planning the letter by beginning to sort through the recording forms and determining what to write about	
<p>B. Mid-Unit 3 Assessment: Writing a First Draft of Expert Country (30 minutes)</p> <ul style="list-style-type: none">• Be sure that students have their materials: Unit 2 recording forms (see materials list), Structure of a Letter to Author recording form, and pencils.• Remind them that they will have time in future lessons to make their writing stronger. Today they should focus their effort on two things:<ul style="list-style-type: none">– Using research from both the <i>Magic Tree House</i> and <i>Exploring Countries</i> texts– Drafting all parts of the letter• Distribute the Mid-Unit 3 Assessment: Writing a First Draft of Expert Country and the New York State Grade 3 Expository Writing Evaluation Rubric. Point out that the rubric is a tool that you will use to assess their work and offer them feedback. It is helpful for writers to have this to check their work. Inform students that this is similar to the criteria they have been developing on the anchor chart. Students are not required to use this but it may be helpful for those who are working quickly. Address any clarifying questions.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Remind students to skip lines when drafting so they can make revisions later.• Give them about 30 minutes to draft.• Circulate to answer clarifying questions. Because this is an assessment, students need to write independently. Remind them to use their planning tools to help them with their first draft.• When students are finished drafting, direct them to look over the rubric and see whether they have met the criteria in the 3 or 4 column of the rubric.	
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Success and Challenge Exit Ticket (10 minutes)</p> <ul style="list-style-type: none">• Ask students to bring their first drafts and gather whole group.• Ask them to reread their letter slowly to themselves using whisper voices.• Distribute Exit Ticket: Success and Challenge. Tell students that as writers, they will often find that they experience success with parts of their writing and challenges with other parts. Explain that successes might be things that felt easy to them. They will also find things that were a challenge. It is helpful to identify these successes and challenges because it helps us grow as writers.• Consider modeling a success and challenge you've experienced as a writer.• Ask students to complete the Exit Ticket: Success and Challenge.• If time permits, invite volunteers to share out.• Collect the exit tickets.	<ul style="list-style-type: none">• For students needing additional supports, consider offering a sentence frame and starter or a cloze sentence to assist with language production and provide structure.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading your independent reading book for this unit.	



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Grade 3: Module 2B: Unit 3: Lesson 7

Supporting Materials



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Structure of a Letter to Author

Heading	Date	
----------------	-------------	--

Greeting	Salutation	
-----------------	-------------------	--

Opening Paragraph: <i>main idea of the letter</i>	Introduction/ reason for writing:	
	Background	
	Main idea	



Structure of a Letter to Author

Body paragraph 1:	Topic sentence	
	Detail 1:	
	Explain/evidence from the Text:	
	Detail 2:	
	Explain/evidence from the Text:	
	Concluding sentence	

Body paragraph 2:	Topic sentence	
	Detail 1:	
	Explain/evidence from the Text:	
	Detail 2:	
	Explain/evidence from the Text:	
	Concluding sentence	



Structure of a Letter to Author

Closing paragraph	Topic sentence	
	How this information might be used in the story	
	Concluding sentence	

Closing	Signing off	
----------------	--------------------	--

Signature	Your name	
------------------	------------------	--



Mid-Unit 3 Assessment: Writing a First Draft about Expert Country

Name: _____

Date: _____

Writing Invitation:

Author Mary Pope Osborne has announced she will write a new *Magic Tree House* book! Instead of traveling to a place in the past, however, Ms. Osborne has decided that Jack and Annie will return in the present to a country they've already visited. Before she begins writing, Ms. Osborne wants to be sure there are plenty of interesting things about the culture of the country that she can include in her new story.

You have been invited to conduct this research for her! After conducting research with your small group about your assigned country, you will individually write a letter to the author of the *Magic Tree House* series to inform her about the culture of your country today. This will help her decide whether she should write a new book on this country. Include information about two aspects of culture that you discovered in your *Exploring Countries* text. Use accurate facts, definitions, and details from your research to explain each. At the end of your letter, provide a brief description of how Mary Pope Osborne might use the information you found in a new book on this country.

Directions:

1. Using your notes from Unit 2, plan your letter to Mary Pope Osborne that meets the writing prompt.
Be sure to include accurate facts, definitions, and details.
2. Plan your letter on the Structure of a Letter to Author recording form.
3. After planning, craft a first draft of your research-based letter to Mary Pope Osborne.
4. When writing, be sure to skip lines so you can revise and edit later.

Criteria for a Quality Research-Based Letter

- Includes a clear and inviting introduction that states the topic and purpose for writing
- Demonstrates an understanding of audience
- Includes two informative paragraphs: one detailed paragraph about each aspect of culture chosen
- Has body paragraphs that each contain a clear topic sentence, supporting details, and a concluding statement
- Uses accurate facts, definitions, and details from the research to explain each aspect of culture
- Uses linking words and phrases to connect ideas together
- Provides a conclusion to wrap up the ideas



Mid-Unit 3 Assessment: Writing a First Draft about Expert Country-India
(Sample, for teacher reference)

INDIA

December 15, 2013

Dear Ms. Pope,

I was so excited to hear you were writing a new Magic Tree House book series that I wanted to write you this letter. I think it would be a great idea for Jack and Annie to revisit some of the countries they've been in before, but in the present. I have been researching India and learning about its culture. The reason I'm writing this letter to you is to share some of my research in the hope that you will send Jack and Annie back to India.

My research turned up some very interesting information about the culture of India. Did you know in India they have a special flower? It is the lotus flower. It is native to India and is the official national flower. The lotus flower stands for long life, honor, and good fortune. It is a delicate looking flower that is light pink in color. I think that your readers would like to know about the lotus flower.

Holidays are a big part of a India's culture. An important holiday in India is Diwali. Most people in India are Hindu. Diwali is a Hindu holiday that is a celebration of light and knowledge. In fact, Diwali is known as the 'festival of lights.' It is celebrated in late October or early November. It is the Hindu New Year. You might want to include this in your next book because it is important to many people in India and it looks really pretty!

I think your readers would like to have Jack and Annie return to India. Annie would love to learn more about the lotus flower because she likes nature. Jack would probably be nervous at the festival of lights because he is always cautious. I can imagine they could have some adventures searching for that flower or going to the festival. I hope you will send Jack and Annie back to India. Good luck!

**Sincerely,
A Student**



Mid-Unit 3 Assessment: Writing a First Draft about Expert Country-Iraq
(Sample, for teacher reference)

IRAQ

December 15, 2013

Dear Ms. Pope,

I couldn't believe it when I heard you were thinking about writing a new Magic Tree House series and planning to send Jack and Annie back to some of the countries they've visited in the past. Having them return to some of these same countries in the present is an excellent idea. I'm sure the countries have all changed so much. I just completed some research on the country of Iraq and I learned a lot about its unique culture. The books I used in my research had tons of great information. That's the reason I'm writing this letter to you! I wanted to share some research you could use if you send Jack and Annie back to Iraq.

I learned that Iraq has some places that are very special to its people. Probably one of the most recognized building in Iraq would be the mosque. A mosque is a place of worship for Muslims. It is a holy place. The largest mosque in Iraq is the Great Mosque of Samarra. All mosques have at least one minaret, or tower. The call to prayer comes from the minaret. Places like mosques are special to the people of Iraq and, in your story, Jack and Annie could visit one.

Iraq also has some interesting special food. One of those is masgouf. Masgouf is considered the national food dish of Iraq. It is made from carp, a type of fish. After it's caught, the fish is partially split open, gutted, and then it is seasoned and grilled over an open fire. It is served with slices of lime and onion and Iraqi pickles. You might want to include having Jack and Annie eat masgouf to see if they like it.

I was only able to share just a small amount of information from my research with you about Iraq. There is a lot more information! I remember in Dragon of the Red Dawn, Jack was reluctant to try sushi but after he did, he ended up loving it. I'm sure he'd feel the same about eating masgouf! The last time Jack and Annie were in Iraq, they spent time at the still standing Red Fort. I'm sure they'd be fascinated by a visit to the Great Mosque of Samarra. If I were you, I would give Jack and Annie an opportunity to visit present day Iraq. It's sure to be a great adventure! Good luck as you make your decisions about what places to send Jack and Annie in your new series and happy writing!

**Your devoted reader,
A Student**



Mid-Unit 3 Assessment: Writing a First Draft about Expert Country-Italy
(Sample, for teacher reference)

ITALY

December 15, 2013

Dear Ms. Pope,

As soon as I heard you were writing a new Magic Tree House series and sending Jack and Annie on return trips to some of the countries they've visited in the past, I knew I had to write this letter to you! I love the idea of them traveling to some of these countries in the present day. As it happens, I just finished researching Italy! I have learned a lot about this amazing country and its spectacular culture. I want to share just a small portion of the information I learned about Italy.

I learned about many places that are special to Italians. A very special place in Italy is the Trevi Fountain. In fact, it is one of the most beautiful fountains in the world! It is located in the city of Rome and was built in 1732. The fountain has Neptune, the god of the sea riding a chariot that shaped like a shell. And guess what is pulling the chariot? Two sea horses! I think that Trevi Fountain would be great to put in your next story with Jack and Annie.

Another important part of Italy's culture is going to the opera. In the 1600s, Italian composers, people who write music, began writing music for plays performed on stage. These plays were different because the actors never spoke their lines, they only sang them. This is called opera and it started in Italy! In fact, most operas are written in Italian. One of the most famous Italian opera composers was Puccini. I could imagine Jack and Annie at the opera!

I know that Jack and Annie traveled to Italy in your book, Carnival at Candlelight when they had their adventure in Venice. Well, present day Italy has so much to offer that I think you should think about allowing Jack and Annie to make a return visit to this amazing country. Maybe Jack and Annie could be actors in an Italian opera. I'm sure that would excite Annie more than Jack since she's a bit more adventurous. I hope I've shared enough information with you to help you see that Italy would be a great destination for Jack and Annie in your new book series.

**Your fan,
A Student**



Exit Ticket: Success and Challenge

I can write a first draft of my research-based letter to Mary Pope Osborne using research from my Magic Tree House and Exploring Countries texts.

I can use the criteria for a high-quality letter in my writing.

1. Success—One success that I had writing my first draft was:

2. Challenge—One challenge that I had writing my first draft was:

New York State Grade 3 Expository Writing Evaluation Rubric

CRITERIA	CCLS	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text	W.2, R.1–9	—clearly introduce a topic in a manner that follows logically from the task and purpose —demonstrate comprehension and analysis of the text	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate comprehension of the text	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a confused comprehension of the text	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text	—demonstrate a lack of comprehension of the text or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided text to support analysis and reflection	W.2 R.1–8	—develop the topic with relevant, well-chosen facts, definitions, and details throughout the essay	—develop the topic with relevant facts, definitions, and details throughout the essay	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant	—demonstrate an attempt to use evidence, but develop ideas with only minimal, occasional evidence that is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant



New York State Grade 3 Expository Writing Evaluation Rubric

CRITERIA	CCLS	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	—clearly and consistently group related information together —skillfully connect ideas within categories of information using linking words and phrases —provide a concluding statement that follows clearly from the topic and information presented	—generally group related information together —connect ideas within categories of information using linking words and phrases —provide a concluding statement that follows from the topic and information presented	—exhibit some attempt to group related information together —inconsistently connect ideas using some linking words and phrases —provide a concluding statement that follows generally from the topic and information presented	—exhibit little attempt at organization —lack the use of linking words and phrases —provide a concluding statement that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization —do not provide a concluding statement

New York State Grade 3 Expository Writing Evaluation Rubric

CRITERIA	CCLS	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 3: Lesson 8

Revising: Using Simple and Compound Sentences in Writing



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

I can write simple, complex, and compound sentences. (L.3.1i)

I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)

Supporting Learning Target

- I can revise my Japan letter to Ms. Osborne to include simple and compound sentences.

Ongoing Assessment

- Student revisions of sentences in Japan letter



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer and Unpacking the Learning Target (10 minutes)2. Work Time<ol style="list-style-type: none">A. Simple or Compound Warm-Up (10 minutes)B. Mini Lesson: Revising a First Draft for Simple and Compound Sentences (10 minutes)C. Revision Work Time (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Partner Share (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading your independent reading book for this unit.	<ul style="list-style-type: none">• In this lesson, students practice revising for simple and compound sentences using their draft letter to author Mary Pope Osborne about Japan. This gives students an opportunity to practice new skills with teacher guidance. They will revise their first drafts from the Mid-Unit 3 Assessment independently in the End of Unit 3 Assessment.• Students' letter to Ms. Osborne about Japan is a compilation of their opening paragraph, two body paragraphs, and closing paragraph. Note that they did not combine these into one paper.• If you do not have access to small white boards and markers, consider using index cards and markers instead.• In Lesson 9, students will revise their writing, with an emphasis on adjectives. Consider teaching the Show the Rule™ lesson before Lesson 9 at another literacy block in the day.• In advance:<ul style="list-style-type: none">– Review students' Mid-Unit 3 Assessment. This will help you determine who may need to be invited into an invitational group for additional writing support during Work Time C.– Prepare the Simple and Compound Sentences anchor chart. You will need to have the definitions of simple and compound sentences already written on the chart, but students will help to populate it with examples. See the supporting materials.– Choose two simple sentences from the model writing that has been completed in the first half of the unit about Japan to use during the think-aloud in Work Time B.– Post: Learning target.



Lesson Vocabulary	Materials
revise, simple, compound, conjunction	<ul style="list-style-type: none">• Performance Task Model: Writing about France (from Lesson 1; one to display)• Document camera• Simple and Compound Sentences anchor chart (new; co-created with students during Work Time A; see supporting materials)• Small white boards, markers, and erasers (one per student)• Model letter of Japan• Letter to Ms. Osborne about Japan (created from Lessons 2–6 with students; one per student)• Things I Need to Remember for Writing recording form (from Lesson 5; one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer and Unpacking the Learning Target (10 minutes)</p> <ul style="list-style-type: none">• Congratulate students on completing the first draft of their letter to Mary Pope Osborne during the Mid-Unit 3 Assessment. Remind them that effective writers always revise, or look at their writing again and change things to make it stronger. If necessary, refer back to the writing process to clarify where students are in their journey as writers. Tell them that today, they will learn how they can make their sentences stronger by having a mix of simple and compound sentences.• Ask students to take out their Performance Task Model: Writing about France.• While they are doing this, display a copy of the model using a document camera.• Say something like:<ul style="list-style-type: none">* “Follow along in your head as I read the model letter to Ms. Osborne about France’s culture. Listen carefully to the kinds of sentences you hear. Some are shorter and some are longer.”• Read aloud the first paragraph of the letter.• Invite students to share some observations about the different sentences they heard.• Direct their attention to the learning target for today and read it aloud:<ul style="list-style-type: none">* “I can revise my Japan letter to Ms. Osborne to include simple and compound sentences.”• Tell students they will look at the drafts of their Japan letters to Mary Pope Osborne. In particular, they will look at their sentences and think about how they could revise them to make them more interesting.• Define the key words in the target for students:<ul style="list-style-type: none">– <i>simple</i> = easy or basic– <i>compound</i> = made up of two parts (tell students that the prefix <i>com-</i> means “together”)• Inform students that a simple sentence contains a subject and a verb and shows a complete thought; a compound sentence is two simple sentences joined by a conjunction. A conjunction is a connecting word such as <i>or</i>, <i>and</i>, <i>nor</i>, <i>but</i>, <i>yet</i>, <i>so</i>. Simple and compound sentences help make writing interesting for readers to read.• Point out that the word <i>revise</i> means literally “to look again.” They are looking at their writing again to see how to make it even better.	<ul style="list-style-type: none">• When unpacking the learning targets, consider using visuals to support the meaning of key words in the target.



Work Time	Meeting Students' Needs
<p>A. Simple or Compound Warm-Up (10 minutes)</p> <ul style="list-style-type: none">• Introduce the warm-up activity by saying something like:<ul style="list-style-type: none">* “We are going to work on identifying simple or compound sentences so that we can use them in our own writing.”• Explain that there are simple sentences that are just one thought. They say just one thing with one subject and one verb. Provide students with an example from the Performance Task Model: Writing about France.• Explain that there are also compound sentences. They have more than one thought and sound like two sentences that have been put together. Provide students with an example of a compound sentence from the Performance Task Model. Point out that these longer sentences can be made by combining shorter sentences using a conjunction such as <i>or</i>, <i>and</i>, or <i>but</i>.• Direct students' attention to the Simple and Compound Sentences anchor chart.• Ask them to look through the Performance Task Model and help you generate a list of words that can be used to combine sentences. If any new words come up, add them to the Simple and Compound Sentences anchor chart. Possible new words include <i>nor</i>, <i>yet</i>, and <i>so</i>.• Distribute small white boards, markers, and erasers to each student.• Tell them that you are going to read some sentences from this letter. On their white boards, students should write an S if they think the sentence is simple and a C if they think it is complex.• Ask students to hold up their white boards after you have read the sentence and given them time to think.• Cold call a couple of students to share why they wrote either S or C.• Continue this process with a few more sentences.• If the sentence is compound, follow up by asking students to write the word that connects the two smaller sentences on their white boards.• Post a few examples on the Simple and Compound Sentences anchor chart for student reference as they continue to revise during the lesson.	<ul style="list-style-type: none">• All students developing academic language will benefit from direct instruction of academic vocabulary.• Consider strategic pairs of students for the Simple and Compound Sentences activity in Work Time A.



Work Time (continued)	Meeting Students' Needs
<p>B. Mini Lesson: Revising a First Draft for Simple and Compound Sentences (10 minutes)</p> <ul style="list-style-type: none">• Display your Model Letter of Japan first draft that you created in the first half of the unit.• Say something like: “Let’s look together again at my first draft. Remember that I wrote sentences to get my thoughts on the paper, but now I want to be sure to make these interesting for Ms. Osborne to read. I want to look at the types of sentences I am using and see if I can use a mix of longer and shorter ones. I want you to follow along as I read, and I want you to give me a thumbs-up every time you hear a simple sentence.”• Read a portion of the letter aloud as students follow along.• Invite those who raised a thumb to share a simple sentence they heard.• Underline the sentence on the display version.• Tell students that now you are going to show them how thoughtful writers might revise these simple sentences to make them into compound sentences. Ask them to watch and listen carefully and track what you do as a writer to make revisions on your first draft.• Read aloud the two simple sentences you chose ahead of time (see Teaching Notes) from your modeling with Japan during the first half of the unit.• Think aloud by saying something like: “These are both simple sentences. I think I could combine them into a compound sentence using the conjunction (choose one). Let me see how that sounds.”• Model combining two sentences with a conjunction.• Write above your original sentences, inserting a caret mark or a V to show that you are adding something to the writing.• Read the compound sentence aloud.• Think aloud, saying something like: “I think that sounds more interesting and less choppy.”• Explain that students are going to do the same thing you just did. They are going to revise their writing about Japan, looking for places where they might be able to combine two simple sentences into a compound sentence. There may also be a place where they could break a compound sentence into two simple ones to create a variety of sentences.	



Work Time (continued)	Meeting Students' Needs
<p>C. Revision Work Time (25 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their letter to Ms. Osborne about Japan.• Give the class 25 minutes to revise individually or in pairs.• Circulate and confer with students as they revise.• If they are stuck, provide further instruction by helping them identify simple sentences that could be made stronger by combining or expanding to create compound sentences.• Pull invitational groups as needed. An invitational group session might look like the following:<ol style="list-style-type: none">1. Gather the group with their first drafts.2. Have students reread their own first drafts, looking for simple and compound sentences.3. Review the Simple and Compound Sentences anchor chart and ask students to think about their sentences.• Refocus students whole group.	<ul style="list-style-type: none">• Consider pulling a small group of students who might need targeted support with their revising.



Closing and Assessment	Meeting Students' Needs
<p>A. Partner Share (5 minutes)</p> <ul style="list-style-type: none">• Invite students to bring their revised letters about Japan and sit with their writing partners.• Ask them to turn to their writing partner and share the sentences they decided to revise. Ask them to read their original sentence(s) to their partner and then the revised sentence(s).• Then, have students share with their partners why they chose to revise these particular sentences and how they think it changed or improved their writing.• Provide the following sentence frames as necessary: "I changed the sentence(s) _____ to _____. I think this will improve my writing because _____." Be sure each person has a chance to speak.• After the share, have students return to their seats.• Ask students to take out their Things I Need to Remember for Writing recording form and add to it as necessary.	<ul style="list-style-type: none">• For students needing additional supports, consider offering a sentence frame, sentence starter, or cloze sentence to assist with language production and provide the structure required.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading your independent reading book for this unit.	



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 3: Lesson 8

Supporting Materials



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Simple and Compound Sentences Anchor Chart
(For Teacher Reference)

A simple sentence contains a subject and a verb and shows a complete thought.

Examples:

(To be completed during Work Time A)

A compound sentence is two simple sentences joined by a conjunction.

Examples:

(To be completed during Work Time A)

A conjunction is a connecting word like *or*, *and*, *but*.

More examples:

(To be completed during Work Time A)

(Possible responses: so, nor, yet)



EXPEDITIONARY
LEARNING

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

Revising: Using Vivid and Precise Adjectives



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

I can express ideas using carefully chosen words. (L.3.3)

I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)

Supporting Learning Target

- I can revise my Japan letter to Ms. Osborne to include vivid and precise adjectives.

Ongoing Assessment

- Student revisions of word choice in Japan letters
- Exit tickets



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer and Unpacking the Learning Target (10 minutes)2. Work Time<ol style="list-style-type: none">A. Words That Work Warm-Up (10 minutes)B. Mini Lesson: Revising a First Draft for Vivid and Precise Adjectives (10 minutes)C. Revision Work Time (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief/Exit Ticket (10 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading your independent reading book for this unit.	<ul style="list-style-type: none">• This lesson follows a similar pattern to the previous lesson. Students do a warm-up activity, watch a teacher model in a mini lesson, and then practice the skill with their own writing.• In this lesson, students practice revising to add vivid and precise adjectives using their draft letter to author Mary Pope Osborne about Japan. This offers students an opportunity to practice new skills with teacher guidance. Students will revise their first drafts from the Mid-Unit 3 assessment independently in the End of Unit 3 Assessment.• This lesson is strongly supported by the Show the Rule™ strategy lesson, which also focuses on rules for adjectives. See Unit 3 overview for details. It is recommended that teachers teach the Show the Rule™ strategy lesson prior to Lesson 9 to build students' background knowledge for working with adjectives. The Show the Rule™ lesson should be taught during another literacy block during the day before Lesson 9.• Consider allowing students to use a thesaurus to support finding new words during Work Time C. Using a thesaurus is also a skill that can be taught at another literacy time during the day or with the support of the media specialist.• Students' letter to Ms. Osborne about Japan is a compilation of their opening paragraph, two body paragraphs, and closing paragraph. Note that they did not combine these into one paper.• If you do not have access to small white boards and markers, consider using index cards and markers instead.• In advance:<ul style="list-style-type: none">– Review students' Mid-Unit 3 Assessment. This will help you determine who may need to be invited into an invitational group for additional writing support during Work Time C.– Prepare the Words That Work anchor chart with the necessary categories (see the supporting materials). The chart will be populated with student examples during Work Time A. See a sample chart with answers in the supporting materials.– Choose two examples of places where an adjective could be added or revised to create a more vivid picture in the modeled writing from the first half of the unit.– Review the Back-to-Back, Face-to-Face protocol (see Appendix).– Post: Learning target.



Lesson Vocabulary	Materials
revise, vivid, precise, adjective, noun	<ul style="list-style-type: none">• <i>Magic Tree House: Dragon of the Red Dawn</i>, pages 12–14 (book; one to display)• Document camera• Small white boards, markers, and erasers (one each per student)• Words That Work anchor chart (new; co-created with students during Work Time A)• Words That Work anchor chart (answers, for teacher reference)• Modeled writing from first half of unit (one to display; see Teaching Notes)• Letter to Ms. Osborne about Japan (from Lessons 2–6; one per student)• Thesaurus (optional; one per couple of students)• Exit ticket (one per student)• Things I Need to Remember for Writing recording form (from Lesson 5; one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer and Unpacking the Learning Target (10 minutes)</p> <ul style="list-style-type: none">• Gather students. Explain that they have been thinking about improving their writing to make it more interesting for their readers. In the previous lesson, they worked to make interesting sentences. Tell them that today they are going to listen to the writing of Mary Pope Osborne and see how they can make their writing effective like hers through the use of adjectives.• Direct students' attention to the learning target and read it aloud: "I can revise my Japan letter to Ms. Osborne to include vivid and precise adjectives."• Define for students the terms <i>vivid</i> and <i>precise</i>:<ul style="list-style-type: none">* <i>Vivid</i> means "very animated" or "giving a strong picture."* <i>Precise</i> means "accurate and very defined."• Display <i>Magic Tree House: Dragon of the Red Dawn</i>, pages 12–14 via a document camera.• Say something like: "Let's look together at the writing of Mary Pope Osborne. I'm going to read aloud from these pages, and I want you to follow along and think about the words that Ms. Osborne uses. I want us to look for words that are describing the nouns in the story vividly. Vivid words give you a powerful, clear picture in your mind. If you hear a word that is describing something vividly, I want you to put a thumb at your heart."• Read the pages aloud as students follow along.• Invite those who put a thumb at their heart to share a vivid and precise word they heard.• Circle the words students identified on the display copy. Tell them that you are going to revisit the words that were circled later in the lesson.• Review for students the terms <i>nouns</i> and <i>adjectives</i>:<ul style="list-style-type: none">* "Nouns are persons, animals, places, things, or ideas."* "Adjectives are words that describe. They tell more about the characteristics of nouns."• Ask students to turn and talk with an elbow partner:<ul style="list-style-type: none">* "What does it mean for your writing to include vivid and precise adjectives? What will you need to do as a writer today?"• Give pairs a minute to discuss, then cold call a few students for responses.	<ul style="list-style-type: none">• When unpacking the learning targets, consider using visuals to support the meaning of key words in the target.



Work Time	Meeting Students' Needs
<p>A. Words That Work Warm-Up (10 minutes)</p> <ul style="list-style-type: none"> • Say something like: <ul style="list-style-type: none"> * “We are going to work on building our adjective word power to improve the vivid and precise words in our writing.” • Distribute small white boards, markers, and erasers. • Display the Words That Work anchor chart. Explain that there are words that work to describe how a noun looks, feels, smells, sounds, and tastes. They fill the five senses. • Read the first category on the Words That Work anchor chart: Words that describe what a noun looks like. • Ask students to think of a word that describes how something looks. Provide an example such as “large” if necessary. • Tell students to write their words on their white boards. • Ask students to hold up their white boards with their words. Write three to five of the words on the anchor chart. • Continue this process with the remaining categories on the anchor chart, referring to the Words That Work anchor chart (answers, for teacher references) for possible responses as needed. • Tell students this anchor chart will stay visible for their reference while they work. 	<ul style="list-style-type: none"> • All students developing academic language will benefit from direct instruction of academic vocabulary. • Consider strategic pairings of students for the Words That Work activity (e.g., pair students with a larger bank of vocabulary with students who need more support). • Consider writing and breaking down multistep directions into numbered elements. Struggling learners can return to these guidelines to make sure they are on track.
<p>B. Mini Lesson: Revising a First Draft for Vivid and Precise Adjectives (10 minutes)</p> <ul style="list-style-type: none"> • Tell students that you are going to show them how thoughtful writers might revise for words that best express what a topic might look like, feel like, sound like, or even taste like. This means you’re going to focus on revising for more vivid and precise adjectives. Ask students to watch and listen carefully and track what you do as a writer to make revisions on your modeled writing from the first half of the unit. You want to be able to write with vivid and precise adjectives like Mary Pope Osborne does. • Begin by looking back at the words you circled in <i>Dragon of the Red Dawn</i>. Redirect students’ attention to this displayed copy. • Say something like: “The words we circled were adjectives that precisely and vividly described nouns.” • Ask students to turn and talk with a nearby partner: <ul style="list-style-type: none"> * “What did you notice about where the circled words are in the sentence and the types of words they are?” • Cold call students to share out. Listen for: “They are usually before the noun,” “They tell a color,” “They tell how it feels,” “They tell what it is made of.” 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Read aloud one example you chose ahead of time (see Teaching Notes) of where an adjective could be added or revised in your modeled writing.• Think aloud: "This noun is one that I could add a precise or descriptive adjective to so that I create a vivid image for my reader."• Model inserting or revising an adjective.• Write above your original sentences, inserting a caret or a V to show that you are adding something to the writing, or crossing out and writing above the original word for revision.• Read the new sentence aloud.• Think aloud, saying something like, "I think that sounds more interesting and gives a great image."• Repeat this process with the second example.• Explain that students are going to do the same thing you just did. They are going to revise their writing, looking for places where they might be able to add or revise adjectives.	
<p>C. Revision Work Time (20 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their letter to Ms. Osborne about Japan.• Give the class 20 minutes to revise individually or in pairs.• Allow students access to a thesaurus to support revising for adjectives.• Circulate and confer as they work.• If students are stuck, provide further instruction by helping them identify nouns that could be made stronger by adding or revising an adjective.• Pull invitational groups as needed. An invitational group might look like the following:<ol style="list-style-type: none">1. Gather the group with their first drafts.2. Have students reread their own first drafts, looking for nouns.3. Review the Words That Work anchor chart and ask them to think about which sentences could be made stronger by adding one of those adjectives.• If time permits, have students share with a partner how they revised their sentences.	<ul style="list-style-type: none">• Consider pulling a small group of students who might need targeted support with their revising.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief/Exit Ticket (10 minutes)</p> <ul style="list-style-type: none">• Ask students to arrange themselves for the Back-to-Back, Face-to-Face protocol. Review directions as necessary.• Prompt them to think about these questions:<ul style="list-style-type: none">* “What was the most interesting word you used today? How did it make your writing more interesting?”• Give them a minute to think before cueing them to turn face-to-face.• Distribute the exit ticket and ask students to complete it.• Collect the exit tickets and review to assess students’ progress toward the learning target.• If time permits, allow them time to return to their Things I Need to Remember for Writing recording form and record new ideas from today’s lesson.	<ul style="list-style-type: none">• Read aloud the exit ticket for struggling readers.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading your independent reading book for this unit.	



EXPEDITIONARY
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Grade 3: Module 2B: Unit 3: Lesson 9

Supporting Materials



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Words That Work Anchor Chart

ADJECTIVES that describe what a noun LOOKS LIKE:

ADJECTIVES that describe what a noun FEELS LIKE:

ADJECTIVES that describe what a noun SMELLS LIKE:

ADJECTIVES that describe what a noun SOUNDS LIKE:

ADJECTIVES that describe what a noun TASTES LIKE:



Words That Work Anchor Chart
(Answers, for Teacher Reference)

ADJECTIVES that describe what a noun LOOKS LIKE:

yellow
big
new

ADJECTIVES that describe what a noun FEELS LIKE:

bumpy
rough
smooth
soft

ADJECTIVES that describe what a noun SMELLS LIKE:

stinky
rotten

ADJECTIVES that describe what a noun SOUNDS LIKE:

loud
scratchy
hissing

ADJECTIVES that describe what a noun TASTES LIKE:

salty
sweet
bitter



Exit Ticket

I know that adjectives

Here is one example from my writing where I changed or added an adjective:



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Grade 3: Module 2B: Unit 3: Lesson 10

Reviewing Conventions and Editing Peers' Work



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can use grammar conventions to send a clear message to a reader or listener. (L.3.1)</p> <p>I can use conventions to send a clear message to my reader. (L.3.2)</p> <p>I can express ideas using carefully chosen words. (L.3.3)</p> <p>I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can check my peers' work for correct capitalization.• I can check my peers' work for correct spelling.• I can check my peers' work for correct punctuation.	<ul style="list-style-type: none">• Conventions anchor charts• Letter to Ms. Osborne about Japan (drafts annotated for edits)• Exit ticket• Things I Need to Remember for Writing recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer and Unpacking the Learning Targets (10 minutes)2. Work Time<ol style="list-style-type: none">A. Chalk Talk (15 minutes)B. Modeling: Editing for Conventions (10 minutes)C. Editing Stations (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Exit Ticket: Editing Checklist (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading your independent book for this unit.	<ul style="list-style-type: none">• In this lesson, students edit their letters to Mary Pope Osborne about Japan for correct spelling, punctuation, and capitalization. This gives them an opportunity to practice new skills with teacher guidance. (Later in the unit, as the End of Unit 3 Assessment, students will independently revise their first drafts (about their expert group country) from the Mid-Unit 3 Assessment).• Consider allowing students to use a dictionary to locate the correct spelling and meaning of words.• Students' letters are a compilation of their opening paragraph, two body paragraphs, and closing paragraph. Note that they did not combine these into one paper.• Collect students' Exit Ticket: Editing Checklist and Things I Need to Remember for Writing recording forms before the End of Unit 3 Assessment to clear up misconceptions.• In advance:<ul style="list-style-type: none">– Write a short “convention-less” paragraph—a paragraph containing errors in capitalization, punctuation, and spelling—to use during Work Time B or use the one provided in the supporting materials.– Set up three stations with Conventions anchor charts—one for spelling, one for capitalization, and one for punctuation. Each station should also be designated a different colored marker, and there should be enough markers for each student at every station. Having different colors at each station will help students focus on editing for one convention at a time and recall what needs to be corrected when revising. Ideally these stations will have enough room to comfortably sit about a third of your class. Students should be able to see Conventions anchor charts, access materials, and have a surface to write on (table/desks or clipboards). Post one piece of chart paper at each station. On each chart, write these questions in the designated color:<ul style="list-style-type: none">• How do I make sure my SPELLING is correct?• How do I know if my PUNCTUATION is correct?• How do I know if my CAPITALIZATION is correct?– Review the Chalk Talk protocol (see Appendix).– Post: Learning targets.



Lesson Vocabulary	Materials
capitalization, punctuation, conventions	<ul style="list-style-type: none">• “Convention-less” paragraph (one to display)• Letter to Ms. Osborne about Japan (from Lessons 2–6; one per student)• Spelling Conventions anchor chart (new; teacher-created; see Teaching Notes)• Punctuation Conventions anchor chart (new; teacher-created; see Teaching Notes)• Capitalization Conventions anchor chart (new; teacher-created; see Teaching Notes)• Markers (several per conventions station; see Teaching Notes)• Summary of Conventions for K–3 (from Lesson 3)• Dictionaries (optional; one per couple of students)• Exit Ticket: Editing Checklist (one per student)• Things I Need to Remember for Writing recording form (from Lesson 5; one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer and Unpacking the Learning Targets (10 minutes)</p> <ul style="list-style-type: none">• Display the “convention-less” paragraph.• Ask for a volunteer to try to read it aloud.• Ask the class what made reading this paragraph difficult.• Listen for students to notice that the reason your paragraph was unclear to them as readers was that there were no <i>conventions</i> used. Explain that writers use <i>conventions</i>, or writing rules, to make their message clear and understandable to readers.• Today, they will review conventions and edit their writing so that it is clear and understandable to readers and ready for final publication.• Direct students' attention to the learning targets and read them aloud:<ul style="list-style-type: none">* “I can check my peers' work for correct capitalization.”* “I can check my peers' work for correct spelling.”* “I can check my peers' work for correct punctuation.”• Circle key words: <i>spelling</i>, <i>punctuation</i>, and <i>capitalization</i>. Clarify the meanings of these words or targets as needed.• Tell students that they will be editing their letter to Ms. Osborne about Japan for these three conventions.	<ul style="list-style-type: none">• When unpacking the learning targets, consider using visuals to support the meaning of key words in the target.



Work Time	Meeting Students' Needs
<p>A. Chalk Talk (15 minutes)</p> <ul style="list-style-type: none">• Point out the three conventions stations.• Read the Spelling, Punctuation, and Capitalization Conventions anchor charts:<ul style="list-style-type: none">* “How do I make sure my SPELLING is correct?”* “How do I know if my PUNCTUATION is correct?”* “How do I know if my CAPITALIZATION is correct?”• Tell students that they will do a Chalk Talk to share their thoughts on each question. Give brief directions:<ol style="list-style-type: none">1. Go to your assigned anchor chart first.2. Read the question on the anchor chart.3. Add your thoughts on the question to the anchor chart using the markers at the station.4. Visit all anchor charts to read the questions and your classmates' answers. Decide if something is missing from a chart and, if so, add it using the markers at that station.5. Once you have visited every anchor chart, sit in your seat.• Give students time to visit each anchor chart, read, and add their thoughts (10 minutes or less total).• Circulating to observe during this time can provide valuable formative assessment information.• Focus students whole group. Revisit each anchor chart with students. (Either gather all of the charts or, as a class, circulate to each chart so all students can see it.) Read a few responses from each anchor chart and circle or add important tips for each question. Be sure to check for accuracy in punctuation and capitalization rules and helpful hints with spelling. Tell students that they will use these Conventions anchor charts later in the lesson.	<ul style="list-style-type: none">• This protocol could be confusing for ELLs if it is their first time. Consider reviewing the protocol with these students ahead of time. Another way to support students is to give them a copy of abbreviated directions with visuals to help guide them.
<p>B. Model: Editing for Conventions (10 minutes)</p> <ul style="list-style-type: none">• Display the “convention-less” paragraph again.• Use the first few sentences of your paragraph to model how to edit for each convention: spelling, punctuation, and capitalization. Demonstrate how to edit for each convention by circling or underlining with the correct colored marker.• Be sure to model referring to the three Conventions anchor charts as resources.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• For example, to model correct capitalization, you might:<ul style="list-style-type: none">– Read the Capitalization Conventions anchor chart.– Read aloud your convention-less paragraph.– Notice a mistake and think aloud: “I notice that one of the rules for capitalization is to be sure that names of people or places are capitalized.”– Then demonstrate fixing a mistake: “I see that I did not do this when I wrote the word _____, so I am going to circle it with a marker from this station.”• Complete similar models for punctuation and spelling.• See the supporting materials for a Summary of Conventions for K-3 from Lesson 3. This can support the teacher in knowing the expectations for conventions at 3rd grade. It is also a helpful tool to use to provide strategic feedback to students.• Address any clarifying questions.	
<p>C. Editing Stations (20 minutes)</p> <ul style="list-style-type: none">• Tell students that they are going to visit all three stations to get help from peers to improve their letter to Ms. Osborne about Japan.• Give directions:<ol style="list-style-type: none">1. Count off or choose one station to begin work.2. At that station, trade papers with a partner.3. Read your partner's draft and identify any convention mistakes related to the topic of that station's chart.4. When both partners are finished, move to the next station and follow the same steps.5. Return to your seat after you have visited all three stations.• Allow students to use dictionaries to look up the spelling or meaning of words.	



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: Editing Checklist (5 minutes)</p> <ul style="list-style-type: none">• Gather students whole group.• Direct their attention to the learning targets and review each one.• Then, distribute the Exit Ticket: Editing Checklist and ask students to fill it out.• When they are finished, ask them to turn to an elbow partner and share their answers.• Collect the exit tickets.• If time permits, allow students time to return to their Things I Need to Remember for Writing recording form and record new ideas from today's lesson.	<ul style="list-style-type: none">• Support struggling readers by reading the checklist items aloud.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading your independent reading book for this unit.	



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Grade 3: Module 2B: Unit 3: Lesson 10

Supporting Materials



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Convention-less Paragraph
(For Teacher Reference)

we have learned so much about the different countries that mary pope osborne has wrote about we now no about Japan Iraq italy and india when we started studying we laerned about the customs and traditions in Japan like wearing kimonos and eating sushi but now all of you are experts on all these other countryes i am excited to read your final letters to mary pope Osborne and read about what else you learned



Exit Ticket: Editing Checklist

.....
Name:

.....
Date:

Target	Not Yet	Almost There	Excellent!	Teacher Comments
I can capitalize appropriate words, such as character names and titles.				
I can use simple and compound sentences in my writing.				
I can use resources to check and correct my spelling.				
I can use correct beginning and end punctuation in my writing. (Note: Target not explicitly taught in this unit, but previously taught/assessed in Module 1.)				
I can spell grade-appropriate words correctly. (Note: Target not explicitly taught in this unit, but previously taught/assessed in Module 1.)				



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 3: Lesson 11

End of Unit Assessment: On-Demand Revising and Editing Research-Based Letter to Mary Pope Osborne about Expert Country



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

I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2)
With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4)
With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)
I can use grammar conventions to send a clear message to a reader or listener. (L.3.1)
I can use conventions to send a clear message to my reader. (L.3.2)
I can express ideas using carefully chosen words. (L.3.3)

Supporting Learning Targets

- I can revise and edit a first draft of my research-based letter to Mary Pope Osborne.
- I can use feedback from peers to improve my writing.

Ongoing Assessment

- Mid-Unit 3 Assessment: Writing a First Draft about Expert Country (with annotations for revising and editing)



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Writer (2 minutes)Unpacking the Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Identifying Three Things to Revise and Edit (15 minutes)Making Edits/Revisions and Completing a Second Draft (30 minutes)Closing and Assessment<ol style="list-style-type: none">Letter Share (8 minutes)Homework<ol style="list-style-type: none">Continue reading your independent reading book for this unit.	<ul style="list-style-type: none">For the past several lessons, they have practiced editing and revising (with support from peers) their letters to Mary Pope Osborne about Japan. They focused on correct spelling, punctuation, and capitalization. Today's on-demand assessment asks them to return to their Mid-Unit 3 Assessment: First Draft (about their expert country), and revise it based on the editing skills they have been practicing. This task addresses NYSP12 ELA CCLS W.3.2, W.3.4, W.3.5, L.3.1, L.3.2, and L.3.3.Students will need a variety of papers and materials for the End of Unit 3 Assessment. Take time to help them get organized with these materials before beginning the assessment.Consider allowing students to use a dictionary to look up the correct spelling and meaning of words.After the completion of this lesson, students will have a letter that is ready for publication. The final lesson in the module focuses on publishing and celebrating the completion of the letters.Use the NYS 4 point rubric to score students' End of Unit 3 Assessments. In the mid-unit 3 Assessment, students were formally assessed on Content and Analysis, Command of Evidence, and Coherence, Organization, and Style. For the End of Unit 3 assessment, formally assess them on the Control of Conventions criterion.In advance:<ul style="list-style-type: none">Post the learning targets.



Lesson Vocabulary	Materials
revise, edit	<ul style="list-style-type: none">• Mid-Unit 3 Assessment: First Draft (from Lesson 7; one per student)• End of Unit 3 Assessment: Using the Writing Process: Revising and Editing the Letter to Mary Pope Osborne about Expert Country (one per student)• Editing checklist (one per student)• Markers (one green, one blue, one purple per student)• Things I Need to Remember for Writing recording form (from Lesson 5; one per student)• Document camera• Dictionary (optional; one per couple of students)• New York State Grade 3 Expository Writing Evaluation Rubric (from Lesson 7; see Teaching Notes)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer (2 minutes)</p> <ul style="list-style-type: none">• Tell students that in today's lesson, they are going to apply the editing skills they have been honing over the past few lessons, as well as the feedback they have received from their writing partners. They are going to use these skills and feedback to make revisions to their Mid-Unit 3 Assessment: First Draft. They will also have the opportunity to celebrate their hard work by sharing their letters to Mary Pope Osborne with a classmate.	
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the learning targets and read them aloud:<ul style="list-style-type: none">* "I can revise and edit a first draft of my researched based letter to Mary Pope Osborne."* "I can use feedback from peers to improve my writing."• Students should be familiar with the language of the targets from previous lessons in this unit.• Invite students to turn and talk:<ul style="list-style-type: none">* "What does it mean to be able to revise and edit your drafts? What will you need to do as a writer today?"• Circulate as students talk. Address any questions or misconceptions whole group.	



Work Time	Meeting Students' Needs
<p>A. Identifying Three Things to Revise and Edit (15 minutes)</p> <ul style="list-style-type: none">• Introduce the End of Unit 3 Assessment by saying something like:<ul style="list-style-type: none">* “You have been working hard as writers to learn how to make a high-quality research-based letter effective and engaging. You have also been working hard to use the writing process to make your writing stronger. We have done this as a class, and you have practiced with partners and by yourself. Today, you are going to show what you know by revising and editing on your own.”• Tell students that you are going to help them prepare for the assessment by helping them get the necessary materials ready.• Distribute:<ul style="list-style-type: none">– Mid-Unit 3 Assessment: First Drafts– End of Unit 3 Assessment: Using the Writing Process: Revising and Editing the Letter to Mary Pope Osborne about Expert Country– Editing checklist– Markers• Ask students to take out:<ul style="list-style-type: none">– Things I Need to Remember for Writing recording form.• Use a document camera to display the end of unit assessment. Ask students to follow along as you read the assessment directions aloud.• Clarify these points:<ul style="list-style-type: none">– “You must identify at least three areas in your writing that you will revise. Write above your original writing.”– “Then, edit your letter using the editing checklist. Color-code the edits you made. Use a green marker for spelling corrections, a blue marker for punctuation corrections, and a purple marker for capitalization corrections.”– “Be sure you can explain how you used feedback from your peers to revise and improve your writing.”• Check for understanding:<ul style="list-style-type: none">* “Give a thumbs-up if you understand and have an idea what you will revise and edit in your letter.”	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Note students who are unsure about what they will revise. Direct them to stay in the circle and provide a quick example and answer clarifying questions.• Ask students to read through their first drafts and identify at least three areas they will revise. Encourage them to refer to their Things I Need to Remember for Writing recording forms and the editing checklist for guidance. This means that they shouldn't be writing anything at this point, only reading and thinking.	
B. Making Edits/Revisions and Completing a Second Draft (30 minutes) <ul style="list-style-type: none">• Answer any clarifying questions and invite students to begin working on Steps 2 and 3 of the End of Unit 3 Assessment.• Circulate and prompt them to insert a caret above original writing for insertions. Remind them of the color-coding guidelines: Use a green marker for spelling corrections, a blue marker for punctuation corrections, and a purple marker for capitalization corrections.• Be sure to collect the End of Unit 3 Assessments after the Closing and Assessment.	

Closing and Assessment	Meeting Students' Needs
A. Letter Share (8 minutes) <ul style="list-style-type: none">• Celebrate the completion of this on-demand assessment by having students share about their letters with others. They can work in pairs or in small groups to share what they wrote to Ms. Osborne. They can also share the kinds of revisions they decided to make.• Circulate as students share.• Refocus them whole group and ask for volunteers to share about their letters.• Collect the End of Unit 3 Assessments.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading your independent reading book for this unit.	



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Grade 3: Module 2B: Unit 3: Lesson 11

Supporting Materials



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End of Unit 3 Assessment: Using the Writing Process: Revising and Editing the Letter to Mary Pope Osborne about Expert Country

.....
Name:

.....
Date:

Directions:

Revise and edit the first draft of your letter to Mary Pope Osborne about the country you researched in Unit 2. Be sure to do the following:

1. You must identify at least three areas in your writing that you will revise. Use the Things I Need to Remember for Writing recording form to help you make your choices.
2. Write above your original writing.
3. Edit your letter using the editing checklist. Use a green marker for spelling corrections, a blue marker for punctuation corrections, and a purple marker for capitalization corrections.
4. Be sure you can explain how you used feedback from your peers to revise and improve your writing.



Editing Checklist

.....
Name:

.....
Date:

Target	Not Yet	Almost There	Excellent!	Teacher Comments
I can capitalize appropriate words, such as character names and titles.				
I can use simple and compound sentences in my writing.				
I can use resources to check and correct my spelling.				
I can use correct beginning and end punctuation in my writing. (Note: Target not explicitly taught in this unit, but previously taught/assessed in Module 1.)				
I can spell grade-appropriate words correctly. (Note: Target not explicitly taught in this unit, but previously taught/assessed in Module 1.)				



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 3: Lesson 12

Publishing Performance Task: Creating a Polished Letter and Celebrating with Author's Chair



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

I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2)
With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4)
I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)
I can conduct a research project to become knowledgeable about a topic. (W.3.7)
I can document what I learn about a topic by taking notes. (W.3.8)
I can sort evidence into provided categories. (W.3.8)
I can use grammar conventions to send a clear message to a reader or listener. (L.3.1)
I can use conventions to send a clear message to my reader. (L.3.2)
I can express ideas using carefully chosen words. (L.3.3)
I can effectively engage in discussions with diverse partners about third-grade topics and texts. (SL.3.1)

Supporting Learning Targets

- I can write a research-based letter to Mary Pope Osborne informing her of the evidence of culture that she could use in her new book.
- I can listen as my peers share their writing and can give specific praise for my peers' work.

Ongoing Assessment

- Performance Task: Final Research-based Letter to Mary Pope Osborne
- Tracking My Progress, End of Unit 3 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing the Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Publishing Performance Task: Create a Polished Letter (25 minutes)B. Author's Chair Celebration (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Tracking My Progress (5 minutes)4. Homework<ol style="list-style-type: none">A. None.	<ul style="list-style-type: none">• In the first half of this lesson, students complete the performance task by polishing the letter they wrote to Mary Pope Osborne for the Mid-Unit 3 Assessment and revised for the End of Unit 3 Assessment.• In the second half of the lesson, students celebrate their hard work with an Author's Chair Celebration, in which they share and reflect on their letters in small groups. The Author's Chair Celebration anchor chart in the supporting materials provides steps and guidelines for students as they share their work. Grouping for this is flexible; however, the more students share in a group, the longer this portion of the lesson will be. The timing is based on groups of three with a mix of countries (India, Italy, and Iraq) represented in each group.• In advance:<ul style="list-style-type: none">– Create groups of three or four students for sharing in the Author's Chair Celebration. Be sure that these groups have representation from all three <i>Magic Tree House</i> countries.– Create and post the Author's Chair Celebration anchor chart (see the supporting materials).– Post the learning targets.

Lesson Vocabulary	Materials
publish, peer, praise, author, polished	<ul style="list-style-type: none">• Loose-leaf paper (two sheets per student)• End of Unit 3 Assessment: Using the Writing Process: Revising and Editing the Letter to Mary Pope Osborne about Expert Country (from Lesson 11; one per student)• Author's Chair Celebration anchor chart (new; teacher-created; see supporting materials)• Sticky notes (four per student)• Tracking My Progress, End of Unit 3 recording form (one per student)



Opening	Meeting Students' Needs
<p>A. Reviewing the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the learning targets and read them aloud:<ul style="list-style-type: none">* "I can write a research-based letter to Mary Pope Osborne informing her of the evidence of culture that she could use in her new book.* "I can listen as my peers share their writing and can give specific praise for my peers' work."• Explain that today they will complete their performance task by looking over their End of Unit 3 Assessment: Second Draft of Letters to create a polished copy. To do this, they will have to read their second drafts and check one more time for spelling, capitalization, punctuation, and complete sentences to create a polished (or corrected and neat) copy to complete the task.• Continue by letting them know that after they have polished copies, they will participate in an Author's Chair Celebration to share their letters to Mary Pope Osborne.	<ul style="list-style-type: none">• When unpacking the learning targets, consider using visuals to support the meaning of key words in the target.

Work Time	Meeting Students' Needs
<p>A. Publishing Performance Task: Create a Polished Letter (25 minutes)</p> <ul style="list-style-type: none">• Distribute loose-leaf paper and students' End of Unit 3 Assessment: Using the Writing Process: Revising and Editing the Letter to Mary Pope Osborne about Expert Country• Give them these directions:<ol style="list-style-type: none">1. Read over your End of Unit 3 Assessment: Using the Writing Process: Revising and Editing the Letter to Mary Pope Osborne about Expert Country2. Look for any remaining spelling, capitalization, or punctuation mistakes.3. Make any necessary corrections on your second draft.4. Use the loose-leaf paper and copy your letter onto it. This new version should be neat and clean and free of mistakes!• Give students 25 minutes to polish their work. To help them pace themselves, let them know when they have 10 and 5 minutes left.• Have students hold on to their polished copies for the Author's Chair Celebration.	<ul style="list-style-type: none">• For some students, this part of the lesson may require more than the 25 minutes allotted. Consider providing time over multiple days if necessary.



Work Time (continued)	Meeting Students' Needs
<p>B. Author's Chair Celebration (25 minutes)</p> <ul style="list-style-type: none">• Gather students whole group. Tell them that you are proud of the progress they have made as writers and would like to celebrate with them by holding an Author's Chair Celebration.• Direct students' attention to the posted Author's Chair Celebration anchor chart.• Explain that an Author's Chair Celebration is an event similar to a book signing that authors sometimes have at bookstores to celebrate publishing their work. Tell the class that at these events, the author reads to the audience and signs a copy of his or her work. Explain that they will not have to sign copies of their work, but they will get to read their work to a small group.• Review the steps on the Author's Chair Celebration anchor chart and revisit this learning target:<ul style="list-style-type: none">* "I can listen as my peers share their writing and give specific praise for their work."• Distribute sticky notes.• Remind students that they have been practicing giving kind feedback during peer critiques and that today they will focus on what they hear as a strength in their group members' work. They will write this praise on a sticky note for their group member after each share. Clarify or model kind praise as needed.• Assign students to their groups.• Ask them to take their sticky notes and polished copies of their letters and meet with their group.• Explain that each person will have about 5 minutes to read, reflect, and receive praise on his or her letter.• Circulate as students share their work, reflect, and give one another praise. Monitor to ensure that they are taking turns about every 5 minutes.• Write the following prompt on the board. If a group finishes early, have them discuss:<ul style="list-style-type: none">* "How have we grown as writers since the beginning of the year?"• Collect students' polished copies of their research-based letter to Mary Pope Osborne.	<ul style="list-style-type: none">• As an alternative to an Author's Chair Celebration anchor chart, you can copy the steps for each group and display them using a document camera. This may be better for students with visual impairment and for ELLs.



Closing and Assessment	Meeting Students' Needs
<p>A. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">• Congratulate students on all of their learning as readers and writers as they researched the culture of countries and wrote letters. Comment that you are proud of the knowledge and skills they have built and would like them to take a moment to reflect in writing.• Distribute the Tracking My Progress, End of Unit 3 recording form.• Give students 5 minutes to reflect in writing and collect the recording forms as additional assessment information for their progress toward the learning target.	<ul style="list-style-type: none">• Support struggling writers by allowing them to orally rehearse their responses before writing them.
Homework	Meeting Students' Needs
None	



EXPEDITIONARY
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Grade 3: Module 2B: Unit 3: Lesson 12

Supporting Materials



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Author's Chair Celebration Anchor Chart

*As an alternative to an anchor chart, you can copy the steps below for each group.

Author's Chair Celebration

In groups of three or four, do the following:

1. Find a space where your group can sit in a circle.
2. Select an author to read and reflect first.
3. Authors should read their piece to the group and share their thinking on these questions:
 - What are you most proud of in this piece?
 - What was your biggest challenge, and how did you handle it?
4. Group members should listen as the author reads and reflects, then take a moment to write the author's name and one piece of specific praise on a sticky note. (Hold on to your sticky notes until all group members have read their pieces.)
5. Take turns so that each author has a chance to read and reflect and listeners have written praise for each author.
6. Exchange sticky notes so that authors can read what the group members wrote about their work.
7. Congratulate one another on the publication of the letters.



Tracking My Progress End of Unit 3

Name:

Date:

Learning Target: I can write a research-based letter to Mary Pope Osborne informing her of the evidence of culture that she could use in her new book.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:
