



EXPEDITIONARY
LEARNING

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

Looking Carefully at Conventions: Reviewing Quotation Marks and Editing Our Scenes



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

I can craft narrative texts about real or imagined experiences or events. (W.3.3)

- a. I can establish a situation.
- a. I can introduce the narrator and/or characters of my narrative.
- a. I can organize events in an order that makes sense in my narrative.
- a. I can use dialogue to show the actions, thoughts, and feelings of my characters.
- b. I can use descriptive words to show the actions, thoughts, and feelings of my characters.
- b. I can use transitional words and expressions to show passage of time in a narrative text.
- d. I can write a conclusion to my narrative.

I can use conventions to send a clear message to my reader. (L.3.2)

With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)

Supporting Learning Targets

- I can accurately use quotation marks in my dialogue.
- I can use beginning and ending punctuation marks.
- I can use the Character Word Wall and my vocabulary recording forms as a resource to spell character action and feeling words accurately.

Ongoing Assessment

- Students' edited draft scenes



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Where/Who/What Anchor Chart for Chapter 16 (5 minutes)Unpacking Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Guided Practice: Using Quotation Marks Accurately (10 minutes)Editing Writing with Conventions Checklist (25 minutes)Read-aloud: Finishing <i>Peter Pan</i> (10 minutes)Closing and Assessment<ol style="list-style-type: none">Concentric Circles: Celebration of <i>Peter Pan</i> (5 minutes)Homework<ol style="list-style-type: none">Reread Chapter 17 aloud to yourself or to someone in your family. Tell someone in your family about your favorite character and scene from the book.	<ul style="list-style-type: none">Be sure that students have read Chapter 16 for homework or during another part of the school day, in advance of this lesson.In this editing lesson, students are held accountable for beginning and end punctuation, using quotation marks accurately, and spelling words that are on the Character Word Wall accurately. They should also use the various vocabulary recording forms in their <i>Peter Pan</i> journal as a resource for spelling. Review Module 2, Unit 3, Lesson 10 for another example of an editing lesson.This lesson focuses on editing writing and does not build in time for students to publish their writing. Be sure to build in time in other parts of the school day for either recopying by hand or using word processing. (See Teacher Note in Lesson 6 and Unit Overview Notes for details.)In advance: Complete and post the Where/Who/What anchor chart for Chapter 15. For this particular chapter, fill out this chart ahead of time. There are two reasons for this: Students already discussed Chapter 15 together in the previous lesson, and they should focus their discussion on completing the chart for Chapter 16. Having Chapter 15 filled out in advance gives them a quick entry point and model so they can move into discussing Chapter 16; review the Concentric Circles protocol (used in Module 2, Unit 3, Lesson 8).Post: Learning targets.



Lesson Vocabulary	Materials
editing, accurately; lingering (138), accused (139)	<ul style="list-style-type: none">• Classic Starts edition of <i>Peter Pan</i> (book; one per student)• <i>Peter Pan</i> journals• Where/Who/What anchor chart (begun in Unit 1)• Where/Who/What recording form (from Unit 1, Lesson 2; one new blank per student, or created in students' journals)• Equity sticks• Using Quotation Marks Accurately (one per student and one to display)• Document camera• Using Quotation Marks Accurately (answers, for teacher reference)• <i>Peter Pan</i> Scene Conventions checklist (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Where/Who/What Anchor Chart for Chapter 16 (5 minutes)</p> <ul style="list-style-type: none">• Gather students in the whole group area. They will need their Classic Starts edition of <i>Peter Pan</i> and their <i>Peter Pan</i> journals. Display the Where/Who/What anchor chart. Tell students that after the previous lesson, you took the time to fill out the chart for Chapter 15. Review the chart with them.• Ask:<ul style="list-style-type: none">* “Check my thinking on this chart. Did I include the important components for this chapter? Talk to your partner about whether you agree this captures what we need to capture.”• Give students a moment to discuss. Then, invite any partnership who thought something was inaccurate or needed additions to share. Make changes to the chart as needed. Then, ask students to turn to their own Where/Who/What recording form.• Remind students that they read Chapter 16 on their own for homework or during another part of the school day. Ask them to sit with their reading partner and talk about what they read in Chapter 16, working together to complete the form. As students are filling in their Where/Who/What forms, circulate and listen to their conversations. Clarify any misconceptions as needed. Use wording from students' own recording forms to complete the anchor chart for the class.	
<p>B. Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Review the learning targets:<ul style="list-style-type: none">* “I can accurately use quotation marks in my dialogue.”* “I can use beginning and ending punctuation marks.”* “I can use the Character Word Wall and my vocabulary recording forms as a resource to spell character action and feeling words accurately.”• Tell students that today they are going to work on editing. Ask them to think about what they remember about editing writing:<ul style="list-style-type: none">* “What kinds of things will you be working on, based on what you heard in the targets and what you know about editing writing?”• Review the word <i>accurately</i> with students; it should be somewhat familiar to them from previous writing and editing lessons. Remind them that it means “correctly.”	



Work Time	Meeting Students' Needs
<p>A. Guided Practice: Using Quotation Marks Accurately (10 minutes)</p> <ul style="list-style-type: none">• Distribute the <i>Peter Pan</i> Scene Conventions checklist. Give students a minute or two to look it over. Remind them they have used a similar checklist before to help them as writers.• Ask:<ul style="list-style-type: none">* “How did you use this when you edited your Freaky Frog paragraphs?”• Give students a minute to think and then discuss. Use equity sticks to choose one or two students to share their responses.• Focus them on the target: “I can use quotation marks accurately.” Tell students that using dialogue has been a big part of their scene writing and that it is important to ensure quotation marks are used accurately, so the reader knows which character is talking.• Distribute Using Quotation Marks Accurately and display a copy on a document camera. Read the passage aloud. Review with students that quotation marks, or “talking marks,” are a signal to the reader that what’s inside the quotation marks is something the character actually said. Explain that the quotes wrap around the words spoken by a character.• Pair students and give them a few minutes to work with their partner to determine where quotation marks should go in this dialogue scene.• Then, using equity sticks, call on a few students to tell the class where to place quotation marks accurately on the displayed document. Ask students to check and correct their own papers.• Tell them to place these papers on their working tables for reference while they are editing their writing. Refer to Using Quotation Marks Accurately (answers, for teacher reference) as needed.	



Work Time (continued)	Meeting Students' Needs
<p>B. Editing Writing with Conventions Checklist (25 minutes)</p> <ul style="list-style-type: none">• Return students' draft scenes. Remind them to use their Conventions checklist to identify what they need to work on. Tell them that there might be more to edit than what is on the list, but the purpose of the list is to help ensure that they pay attention to those important aspects of conventions that closely connect to their scenes. Release students to work on their edits.• Give them approximately 20 minutes to edit their writing for quotation marks, correct capitalization, spelling, and punctuation. Invite them to work in pairs or small groups, reading their work aloud to each other to support their editing process.• Confer and support as needed. For students who might have a difficult time finding their own errors, consider the following options:<ul style="list-style-type: none">– Support them by identifying a few words to correct.– Gather together a small group of students who might need this same support so they can help each other with your guidance.– For students struggling to find punctuation corrections, read their writing aloud to them, emphasizing the missing punctuation (e.g., not pausing). Ask them to listen for a place for you to pause that makes sense.• After 20 minutes, pause students in their work and ask them to look over their Conventions checklist. Ask them to complete the checklist, marking where they think their writing is at this point.• If some students finish earlier than the allotted time, invite them to continue in their independent reading book.	<ul style="list-style-type: none">• For struggling learners, pre-identify words they should focus on as they edit. Use words from the Character Word Wall. Copy them onto an index card for students to refer to as they edit.



Work Time (continued)	Meeting Students' Needs
<p>C. Read-aloud: Finishing <i>Peter Pan</i> (10 minutes))</p> <ul style="list-style-type: none">• Gather students back together in the whole group area, bringing their draft scenes, <i>Peter Pan</i> text, and journal with them. Collect their Conventions checklist and draft scenes.• With enthusiasm, tell students that they get to finish the book today. They will follow along so everyone can enjoy the end of the book together.• Ask:<ul style="list-style-type: none">* “How do you predict the book is going to end?”• Briefly define <i>predict</i> if needed.• Give students a minute to think, then discuss. Pull equity sticks to choose a few to share their predictions.• Ask students to turn to Chapter 17, page 136. Read aloud as they follow along.• Pause at the word <i>lingering</i> (page 138). Reread the sentence with this vocabulary word and give students a moment to think, then share, what they think this word means based on context. If they don’t know the meaning, define the word briefly.• Continue reading. Pause again at the word <i>accused</i> (page 139) and repeat the process above.• Read to the end of the book.	



Closing and Assessment	Meeting Students' Needs
<p>A. Concentric Circles: Celebration of <i>Peter Pan</i> (5 minutes)</p> <ul style="list-style-type: none">• Celebrate the completion of a significant chapter book by praising the students for how hard they have worked.• Then ask them to create an inside and outside standing circle for a Concentric Circles debrief. Remind them that they have used this protocol before, in Module 2 (Freaky Frogs). Briefly review the directions:<ol style="list-style-type: none">1. There is an inner circle and outer circle.2. Partners face one another.3. A question is posed for discussion.4. Partners share their thinking about the question.5. Students in the outer circle move two places to the right to have a new partner.6. The second question is posed, and partners share their thinking.7. Repeat one more time for the third question.• Once students are in their first partnerships, have them give each other a high-five for completing the book. Then pose these questions for the debrief:<ul style="list-style-type: none">* “Did the ending surprise you in any way? Why or why not?”* “What was your favorite scene in the book? Why?”* “Who was your favorite character? Why?”• After the questions, invite students to sit back down in the whole group area. Tell them that in the next lesson, they will get to show what they have learned about writing imagined scenes.	<ul style="list-style-type: none">• For struggling learners, provide the questions for the Concentric Circles debrief on index cards. Use one color for the question. Using a different color, provide a sentence starter response. For example: “My favorite character was _____.”• As students are talking in their Concentric Circles, first stand with students who might need more language support. Then circulate as you pose the questions to listen to students’ conversations regarding which number/step of the lesson each suggestion aligns to.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">Reread Chapter 17 aloud to yourself or to someone in your family. Tell someone in your family about your favorite character and scene from the book. <p><i>Note: Review students' draft scenes and Conventions checklist. Complete the Teacher Comments section for each student.</i></p>	



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Supporting Materials



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Using Quotation Marks Accurately

1. Pick up your sword he told Hook, who obeyed.
2. What are you Hook asked. How is it possible that you have beaten me? You cannot be just an ordinary boy.
3. I am not an ordinary boy Peter said. I am youth. I am joy. I am a little bird that just escaped its shell. And, above all, I am fair.



Using Quotation Marks Accurately
(Answers, for Teacher Reference)

1. "Pick up your sword," he told Hook, who obeyed.
2. "What are you?" Hook asked. "How is it possible that you have beaten me? You cannot be just an ordinary boy."
3. "I am not an ordinary boy," Peter said. "I am youth. I am joy. I am a little bird that just escaped its shell. And, above all, I am fair."



Peter Pan Scene Conventions Checklist

Name: _____

Date: _____

Target	Not Yet	Almost There	Excellent!	Teacher Comments
I can use quotation marks accurately.				
I can accurately spell character action and feeling words that are on our word wall.				
I can use the Character Word Wall and Vocabulary recording forms to check and correct my spelling.				



Peter Pan Scene Conventions Checklist

Target	Not Yet	Almost There	Excellent!	Teacher Comments
I can use correct end punctuation in my writing. <i>(Note: Target not explicitly taught in this unit, but previously taught/assessed in Module 1.)</i>				
I can spell grade-appropriate words correctly. <i>(Note: Target not explicitly taught in this unit, but previously taught/assessed in Module 1.)</i>				