



EXPEDITIONARY
LEARNING

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

Final Revision: Using Feedback and Criteria



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

I can write an opinion piece that supports a point of view with reasons. (W.3.1)
With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W3.5)
I can use conventions to send a clear message to my reader. (L.3.1)
I can write simple, complex, and compound sentences. (L.3.1i)
I can use possessives in my writing. (L.3.2d)

Supporting Learning Targets

- I can use feedback to strengthen my opinion writing.
- I can use the editing checklist to make final edits to my opinion writing.

Ongoing Assessment

- Opinion writing drafts with edits and editing checklist



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Writer: Building Out the Conventions Row of the Rubric and Unpacking the Learning Targets (10 Minutes)Work Time<ol style="list-style-type: none">Incorporating Feedback into Our Revisions (15 minutes)Editing Mini Lesson: Apostrophes (10 minutes)Editing Our Writing (20 minutes)Closing and Assessment<ol style="list-style-type: none">Completing the Editing Checklist (5 minutes)Homework<ol style="list-style-type: none">Think about the second character you identified as your second favorite character. Why is that character one that is your second favorite? What makes that character interesting? What examples from the story show how interesting that character is? Tell someone in your family about your character and why that character is your second favorite.	<ul style="list-style-type: none">In this lesson, students incorporate the feedback suggestions they received in Lesson 8 and edit their work using a checklist. The times for each task are designated; however, students may be ready to edit sooner or later than the stated time.To accommodate students working at different rates, let students who are ready begin using the editing checklist early. Just ask them to hold off on the “apostrophes” box until after the mini lesson. If students aren’t ready to edit after the mini lesson, let them finish revising before they begin the checklist.Students should be familiar with this editing checklist (they used the same format for summary writing in Lesson 4 and throughout other modules), so they should be able to use it with greater independence.This lesson includes time for students to use the checklist, but not time for modeling how to use it. Use teacher judgment and adjust the lesson accordingly if students need additional modeling about how to use the checklist.The apostrophes mini lesson gives students direct instruction on an aspect of language conventions. Students may or may not need to use the apostrophe in their opinion writing; the intention is to introduce a convention that they need to learn and that likely is relevant to this specific writing task.Be aware that students often confuse apostrophes and quotation marks. (In Unit 2, students worked with quotation marks and edited specifically for them.)Use teacher judgment. If, from reviewing student work, students would benefit from making the distinction between quotation marks and apostrophes more explicit, take time in the mini lesson today to do so (i.e., show an example of a quotation and an example of an apostrophe used to show possession and discuss how the two are different).During the editing time, consider designating specific tables, or stations, where students can go to attend to one particular aspect of the checklist. (For example, one table could be where students go to work on reviewing their writing for capital letters in character names. At this table, students could work together to read one another’s drafts, looking for capital letters in character names.) Place necessary resources at each table (such as dictionaries at a spelling table, and a copy of the Model Summary Paragraph for looking at simple and compound sentences). As students work at editing tables, circulate to provide support and/or additional modeling about how to use a particular convention.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• In advance: Review the Using Apostrophes in Our Writing document. Determine whether to make this as an anchor chart or simply display it using a document camera or white board.• Use the complete Opinion Writing Rubric (from Lesson 5) to assess students' opinion paragraphs, after students have had time to polish/publish their writing.

Lesson Vocabulary	Materials
feedback, editing, apostrophe, belonging	<ul style="list-style-type: none">• Opinion Writing rubric anchor chart (proficient column only) (begun in Lesson 5; focusing on the conventions row)• Equity sticks• Praise Question Suggest recording form (each student's own form, from Lesson 8)• Students' opinion writing drafts• Editing checklist (one per student)• Using Apostrophes in Our Writing (one for display)• Opinion Writing Rubric (from Lesson 5; use this to score students' assessments)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Building Out the Conventions Row of the Rubric and Unpacking the Learning Targets (10 Minutes)</p> <ul style="list-style-type: none">• Gather students together. Display the Opinion Writing rubric anchor chart, focusing on the Conventions row. As in previous lessons, first review the score of 3 in this specific row. Then build out the score of 2 and 4 with students.• After students build out the rubric row, ask:<ul style="list-style-type: none">* “What helps you as a writer be successful in using conventions correctly?”• Give students time to Think-Pair-Share together. Then, using equity sticks, call on a few students to share with the whole group.• Note for students that this is the last row of the rubric, which is now complete. They have built out the whole rubric. Explain that this is what you will use to score their final drafts.• Review the learning targets with students. Invite them to read the targets aloud together. Note that students have two key things to work on today: using feedback to strengthen their drafts and then editing their drafts.• Ask students:<ul style="list-style-type: none">* “Today, you will do revision work and then editing work. What is the difference between revising your writing and editing your writing?”• Give students time to talk to a partner. Using equity sticks, have two or three students share their thinking. Listen for: “Revision is about looking at your work again and making changes to your ideas to make it stronger,” and “Editing is about fixing conventions and grammar, not making changes to your writing.”	<ul style="list-style-type: none">• Consider creating pictorial symbols for the rubric descriptors to support language learners. Consider creating symbols for the editing checklist also; use symbols created in previous lessons or modules for consistency.



Work Time	Meeting Students' Needs
<p>A. Incorporating Feedback into Our Revisions (15 minutes)</p> <ul style="list-style-type: none">• Distribute students' Praise Question Suggest recording forms and their opinion writing drafts.• Ask students to sit next to the person they worked with during the previous lesson for the Praise Question Suggest protocol. Tell students to talk to their partner again to remind themselves of their conversation and remember what their feedback was. Tell students also to read the Teacher Comment box on this form. Give them a few minutes to review with their partner what they wrote on their recording forms in the previous lesson.• Then explain to students that for the first part of the lesson, they will use the feedback they received to make final revisions to their opinion writing. Explain any patterns of feedback or similar types of revisions that students are working on. Encourage students who might be working on the same kind of revision to sit together.• Release students to take 15 minutes to work on their revisions. Some students may need to finish up their revisions during the editing portion of the lesson, but stop all members of the class after 15 minutes for the mini lesson. During this time, pull smaller groups for more focused support on a particular revision aspect they have in common.	<ul style="list-style-type: none">• Confer with small groups of struggling learners for more guided revision support. Review their recording forms with them; direct them to focus on just one thing for that revision.



Work Time (continued)	Meeting Students' Needs
<p>B. Editing Mini Lesson: Apostrophes (10 minutes)</p> <ul style="list-style-type: none">• Gather students together in the whole group area. Tell them that they are going to transition into editing their writing using an editing checklist. Remind them that they have used this kind of checklist before to support their work, most recently when they wrote their summaries. This is something that should be familiar to them.• Display the editing checklist. Ask students to Think-Pair-Share how they have used this checklist before to edit their writing. Give them a minute to think and talk together. Then, using equity sticks, solicit a few responses from the whole group. Answer any clarifying questions that come up.• Tell students that they are going to look carefully at two parts of this checklist before they move on to using it for themselves.• Direct students' attention to the target:<ul style="list-style-type: none">* "I can use simple, complex, and compound sentences in my writing."• Remind students that in their summaries, they thought about how they could use a variety of sentence lengths to make their writing more interesting to readers. Tell students that when they practiced writing their opinion introduction and conclusion sentences, this was another way to practice with this target. Explain that as they use this checklist, this might be something they look at in their writing. Ask students:<ul style="list-style-type: none">* "How many of you talked about this target when you gave feedback to each other?"• Invite one or two students to share what they talked about. If students didn't talk about this in their feedback, remind them that one of the purposes of the checklist is to help them pay attention to different parts of their writing, and this target might be where they start.• Then zoom in on the apostrophes portion of the editing checklist. Ask students:<ul style="list-style-type: none">* "Has anyone ever heard the word <i>apostrophe</i> before and know what an apostrophe is?"• Give the class a moment to think about this. If some students have an idea, invite them to share with the group. Otherwise, explain that apostrophes are ways that writers show "<i>belonging to</i>" or ownership.• Explain that apostrophes are also used in contractions (like changing <i>do not</i> to <i>don't</i>), but that today they will focus on how the apostrophe shows belonging or ownership.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Display the Using Apostrophes in Our Writing document. Explain that the apostrophe might be something students need to think about as they edit their writing. Explain what an apostrophe is and what it looks like. Students might notice that it looks like half of a quotation mark. If so, reinforce that both are marks that writers use to help make their writing clear. Explain that often an apostrophe is used to show that an object belongs to someone, like: "This is Johnny's ball," but that other times it shows that a character trait belongs to someone. It is this kind of belonging that will most likely be something they would use for this writing. • Read and review each of the example sentences on the Using Apostrophes in Our Writing document with students. Then ask them to Think-Pair-Share: <ul style="list-style-type: none"> * "Can you think of another sentence that would show a character trait belonging to someone? Or an object belonging to someone that we would need to show with an apostrophe in our writing?" • Give students time to think and talk together. Then invite those who have an idea about a sentence to share. • Model one more sentence, writing it on the form. Use either an example that students give or one of your own. • Tell students that this is one part of their editing checklist they should focus on: to see if they have any sentences in their writing that show "belonging." 	
<p>C. Editing Our Writing (20 minutes)</p> <ul style="list-style-type: none"> • Distribute the editing checklist to students. Tell them that if they are ready to begin editing, they may begin. If they need to continue with their revision work, they can do that and use the checklist when ready. • Release students to work on their writing. Encourage them to work together. They can review their work with the checklist row by row by either trading papers and reading each other's work silently, making marks, or they can read their own work aloud to their partner, editing as they read aloud. • Confer with students as they write. As they use the editing checklist, ask questions such as: <ul style="list-style-type: none"> * "Can you show me some of the editing marks you have made?" * "Have you found any of your sentences that need an apostrophe?" * "How are you using the checklist to help you with your editing?" 	



Closing and Assessment	Meeting Students' Needs
<p>A. Completing the Editing Checklist (5 minutes)</p> <ul style="list-style-type: none">• Invite students to gather back together with their drafts and editing checklist. Give specific praise to students about their work today. For example, note how students showed stamina during the revision portion of the lesson. Note specific students who were working particularly well together as they edited their writing. Tell students that they are in the last steps of the writing process and it is exciting to think about how much great writing they have done throughout the unit.• Ask students to take a minute or two to look over their editing checklists. Ask them to check off the things they were able to edit and circle anything they didn't get to today.• Then ask students to share their progress with someone sitting next to them.• Tell them that in the next lesson, they will get to show their learning about opinion writing for their end of unit assessment. They will write a new opinion about the second character they chose. Remind students that in the beginning of this unit, they thought about two characters. They flagged things from their Peter Pan journals about both characters.• Ask students to turn to the person next to them and answer:<ul style="list-style-type: none">* "Who was your second character?"• Give students a moment to name the second character they selected.	



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Think about the second character you identified as your second favorite character. Why is that character one that is your second favorite? What makes that character interesting? What examples from the story show how interesting that character is? Tell someone in your family about your character and why that character is your second favorite. <p><i>Note: During the second half of Lesson 10, students have time to share their opinion writing final drafts. You may need to allow time between Lessons 9 and 10 for students to make the last editing changes to their writing. This could be addressed in the beginning of the time given for students to publish their writing in the format selected. It could also be assigned as homework. Complete the editing checklist for students. Return the checklists to them before they complete their final drafts.</i></p> <p><i>The next lesson is the end of unit assessment. Students will craft an on-demand opinion about their second character. They selected this character in Lesson 5.</i></p> <p><i>The rubric for their final drafts is included in this lesson. Score students' writing on the rubric when their final drafts are complete.</i></p>	



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Supporting Materials



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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 apostrophes (where appropriate) in my writing to show belonging.				
I can use resources to check and correct my spelling.				
I can use correct beginning and 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>				



Using Apostrophes in Our Writing

Apostrophes show that something belongs to someone.

Captain Hook's hand is made of a hook.

The apostrophe shows that the HAND belongs to Captain Hook.

Peter Pan's pride made him not want to give in.

The apostrophe shows that PRIDE belongs to Peter Pan—it is something he has.

Wendy's motherly nature makes her a nice girl.

The apostrophe shows that MOTHERLY NATURE belongs to Wendy—it is something she has.

Tinker Bell's jealousy gets her into trouble.

The apostrophe shows that JEALOUSY belongs to Tinker Bell—it is something she has.