



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">1. Opening<ol style="list-style-type: none">A. Engaging the Writer (2 minutes)B. Unpacking the Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Identifying Three Things to Revise and Edit (15 minutes)B. Making Edits/Revisions and Completing a Second Draft (30 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Letter Share (8 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">• 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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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.)				