



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	



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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:
