



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 2B: Unit 3: Lesson 12**

## **Reviewing Conventions and Editing Peers' Work**



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Long-Term Target Addressed (Based on NYSP12 ELA CCLS)	
I can use conventions to send a clear message to my reader. (L.4.1g, L.4.2a, b, and d, and L.4.3b)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can check my peers' work for correct capitalization.</li><li>• I can check my peers' work for correct spelling (including homophones and affixes).</li><li>• I can check my peers' work for correct punctuation at the ends of their sentences.</li><li>• I can check my peers' work for correct conventions when writing dialogue.</li></ul>	<ul style="list-style-type: none"><li>• Conventions anchor charts</li><li>• Choose-your-own-adventure narrative (second drafts annotated for edits)</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Engaging the Writer (5 minutes)</li> <li>B. Reviewing Learning Targets (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Chalk Talk (15 minutes)</li> <li>B. Modeling: Editing for Conventions (5 minutes)</li> <li>C. Editing Stations (25 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Debriefing (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Complete a final sketch for the cover of your narrative on your Performance Task template.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• In this lesson, students read each other's narratives to identify issues with conventions (spelling, punctuation, capitalization, and dialogue). Students just note mistakes as they edit; they do not actually correct all of the errors during this lesson. In the next lesson (Lesson 13), students will complete the End of Unit 3 Assessment, where they write Choice #2 of their choose-your-own-adventure narratives on-demand. Then in the final lesson of the module, students revise their edited drafts from this lesson and combine them with their writing from the end-of-unit assessment to publish their performance task.</li> <li>• Given the 1-hour time constraint, language standards are not heavily emphasized in these modules. Students need additional instruction on language conventions during other parts of the school day. This lesson is intended to review and reinforce that additional instruction and help students apply the conventions to their own authentic product. For more information on structuring an additional literacy block that gives students additional instruction and practice with language standards, see the Foundational Reading and Language Resource Package for Grades 3–5.</li> <li>• In advance:               <ul style="list-style-type: none"> <li>– Set up four stations with Conventions anchor charts, markers, and colored pencils. Ideally these stations will have enough room for about a quarter of your class to sit. Students should be able to see Conventions anchor charts, access materials, and have a surface to write on (table/desks or clipboards).</li> <li>– Students again use colored pencils. A different color is used for each different type of convention (for example, orange-colored pencils and orange markers for spelling, purple for dialogue, green for punctuation, blue for capitalization).</li> <li>– Having different colors at each station will help students focus on editing for one convention at a time and recall what must be corrected when revising. Place colored pencils and markers that match at each station.</li> <li>– Post one piece of chart paper at each station. On each chart, write the following questions in the designated color:                   <ul style="list-style-type: none"> <li>• How do I make sure my SPELLING is correct? (orange)</li> <li>• What are the conventions for DIALOGUE? (purple)</li> <li>• How do I know if my ENDING PUNCTUATION is correct? (green)</li> <li>• How do I know if my CAPITALIZATION is correct? (blue)</li> </ul> </li> </ul> </li> <li>• Review: Chalk Talk protocol (see Appendix).</li> </ul>



Lesson Vocabulary	Materials
conventions, capitalization, punctuation, dialogue, homophones, affixes	<ul style="list-style-type: none"><li>• Document camera</li><li>• Convention-less paragraph (for teacher modeling)</li><li>• Choose-Your-Own-Adventure Narrative Rubric (from Lesson 3; one per student and one to display)</li><li>• Four Conventions anchor charts (new; teacher-created; see Teaching Notes)</li><li>• Markers (several each of four different colors to match each chart; see teaching notes above)</li><li>• Colored pencils (four different colors with enough of each color for a quarter of your class; see teaching notes above)</li><li>• Performance Task anchor chart (from Unit 1, Lesson 1)</li><li>• Steps for Planning and Drafting My Narrative anchor chart (from Lesson 4)</li><li>• Expert Group Animal Narrative Planning graphic organizer (from Lesson 5; one per student)</li><li>• Performance Task template (students' copies from previous lessons; for homework)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Writer (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Using a <b>document camera</b>, display your short <b>convention-less paragraph</b>. Ask for a volunteer to try to read it aloud.</li><li>• 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.</li><li>• Remind students that they have already focused on the conventions for writing dialogue, but today they will review other conventions and edit their writing so that it is clear and understandable to readers and ready for final publication.</li></ul>	<ul style="list-style-type: none"><li>• Allow students to discover the topic of this lesson through trying to read your convention-less paragraph. This will help to engage students' interest in editing for conventions.</li></ul>
<p><b>B. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to take out their copies of the <b>Choose-Your-Own-Adventure Narrative Rubric</b> and read the criteria box for Conventions to themselves:<ul style="list-style-type: none"><li>* "I can use correct spelling in my writing."</li><li>* "I can use correct conventions in my writing."</li></ul></li><li>• Remind students that <i>conventions</i> are rules for writing. Go on to remind students that they recently learned the conventions, or rules for writing dialogue. Review the following with students in the "Conventions" section of the rubric:<ul style="list-style-type: none"><li>– Meets: "I have no misspelled words in my writing. This in includes homophones and common affixes," "I correctly use capitalization in my writing, I correctly use commas and quotation marks to identify speech and quotations from a text, and I can choose correct punctuation for ending my sentences."</li></ul></li><li>• Ask students what they know already about these targets. Give students a chance to talk with a partner about their thinking and then cold call students using <b>equity sticks</b>. Students should recall revising for capitalization and spelling in their explanatory introductions in Lesson 1 of this unit, as well as learning about affixes, homophones, and dialogue in this unit and in Unit 2.</li><li>• Then ask students to identify parts of the learning targets that are unfamiliar or confusing. Pay particular attention to the meanings of the words <i>homophones</i>, <i>affixes</i>, <i>capitalization</i>, <i>punctuation</i>, and <i>dialogue</i> as you clarify the meaning of the targets with students.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Chalk Talk (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Point out the four stations to students. Read the <b>Conventions anchor chart</b> at each station:<ul style="list-style-type: none"><li>– How do I make sure my SPELLING is correct?</li><li>– What are the conventions for DIALOGUE?</li><li>– How do I know if my ENDING PUNCTUATION is correct?</li><li>– How do I know if my CAPITALIZATION is correct?</li></ul></li><li>• Tell students that they will be doing a <b>Chalk Talk</b> to share their thoughts on each question. Give brief directions:<ul style="list-style-type: none"><li>– Go to your assigned chart first.</li><li>– Read the question on the chart.</li><li>– Add your thoughts on the question to the chart using the <b>markers</b> at the station.</li><li>– Visit all 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.</li><li>– Once you have visited every chart, sit in your seat.</li></ul></li><li>• Give students time to visit each chart, read, and add their thoughts (less than 10 minutes total).</li><li>• Focus students whole group. Revisit each chart with students. (Either gather all of the charts, or as a class, circulate each chart so all students can see it.)</li><li>• Read a few responses from each chart and circle or add important tips for each question. Make sure to check for accuracy in punctuation and capitalization rules, and add helpful hints with spelling (remember common homophones, affixes, and root words; use a dictionary).</li><li>• Tell students that they will use these Conventions anchor charts later in this lesson.</li></ul>	<ul style="list-style-type: none"><li>• This protocol could be confusing for ELL students 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.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Model: Editing for Conventions (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Display the convention-less paragraph. Use the first few sentences of your paragraph to model. Demonstrate how to edit for each convention by circling or underlining with the correct colored pencil (see Teaching Notes above). Be sure to model referring to the Conventions anchor charts as resources (posted at each station).</li><li>• For example: Read the SPELLING chart. Read aloud your convention-less paragraph. Notice a mistake and think aloud: "I notice that I have a homophone here, <i>threw</i>. I think I might have used the wrong spelling of this word." Then demonstrate editing the mistake: "So I am going to circle it with a colored pencil from this station and then I will remember to check the spelling of this word when I revise later."</li><li>• Address any clarifying questions.</li></ul>	<ul style="list-style-type: none"><li>• When you model editing for students, remember that you are just showing them how to identify and note mistakes, not revise them. They will have an opportunity for revising their mistakes in Lesson 14.</li></ul>
<p><b>C. Editing Stations (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to get out their second draft of their choose-your-own-adventure narrative (homework from Lesson 11).</li><li>• Tell students that they are going to go to all four stations to get help from peers to improve their draft. Give directions:<ul style="list-style-type: none"><li>– Count off or choose one station to begin work.</li><li>– At that station, trade papers with your peer critique partner.</li><li>– Read your partner's revised draft and identify any convention mistakes related to the topic of that station's chart.</li><li>– When both partners are finished, move to the next station.</li><li>– Be sure to get to all four stations.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Be sure students are editing their revised drafts from Lesson 11. The drafts should be clean with no annotations from previous lessons.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Preparing for the End of Unit 3 Assessment (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to thank their partners and return to their seats.</li><li>• Post the <b>Performance Task anchor chart</b> (from Unit 1, Lesson 1) and <b>Steps for Planning and Drafting My Narrative anchor chart</b> (from Lesson 4).</li><li>• Review the anchor charts with students and remind them that tomorrow they will write the second choice of their narrative for the end of unit assessment.</li><li>• Tell students that they will prepare for the assessment by planning this choice today.</li><li>• Ask students to get out their <b>Expert Group Animal Narrative Planning graphic organizer</b> (from Lesson 5) and their <b>Expert Group Animal research journals</b>.</li><li>• Remind them that they have already identified the defense mechanism their animal will use for Choice #2 in their stories, and that the main documents they will need will from their research journals will be the the Close Reading Guide (from Unit 2, Lessons 2 and 3) and Research note-catchers (from Unit 2, Lessons 4 and 5).</li><li>• Give students the rest of the lesson to independently plan Choice #2 of their narratives.</li></ul>	<ul style="list-style-type: none"><li>• If students need more time to plan choice two of their narratives to prepare for the assessment, consider assigning this as additional homework or allow additional time for this during the school day.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Complete a final sketch for the cover of your narrative on your Performance Task Template.</li></ul> <p><i>Note: To prepare for Lesson 14, review students' edited drafts. Add additional edits as needed. Remember to add only edits that pertain to the conventions edited in class.</i></p>	





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## Supporting Materials



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Convention-less Paragraph  
(Sample, for Teacher Reference)

**Use this or write your own convention-less paragraph for modeling.**

i am very pleesed with how my class has learned so much about animal defences when we first started we new very little about but over the last severel weeks we have come very far i have a frend named lisa and the other day she asked how do your students know so much about animal defences i said they became expert researchers threw reading and writing wow she said i bet you are happy and proud to yep i said i am