



EXPEDITIONARY
LEARNING

Grade 3: Module 3B: Unit 2: Lesson 8

Writing about Real Wolves: Drafting an Informative Paragraph



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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)
- I can write an informative/explanatory text that has a clear topic. (W.3.2a)
- I can write for a variety of reasons. (W.3.10)
- I can use conventions to send a clear message to my reader. (L.3.2)

Supporting Learning Targets

- I can write a focus statement that states the topic of my informative paragraph.
- I can write an informative paragraph about wolves using details from *Face to Face with Wolves*.

Ongoing Assessment

- Informative paragraph draft



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Unpacking Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Modeling Drafting a Focus Statement (8 minutes)B. Partner Practice: Drafting a Focus Statement (10 minutes)C. Guided Practice: Drafting an Informational Paragraph (30 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Share (10 minutes)4. Homework<ol style="list-style-type: none">A. Revise your paragraph based on your revision notes and for capitalization, punctuation, and spelling.	<ul style="list-style-type: none">• In this lesson, students complete the process of reading and writing to build knowledge about the third section, “Life in the Pack.” Students closely read the section for the mid-unit assessment in Lesson 5, and again with teacher guidance in Lessons 6 and 7. In this lesson, students write an informational paragraph showing understanding by responding to the focus question for this section, “How does living in a pack help wolves survive?”• In the Closing of this lesson, students use Praise-Question-Suggest protocol to provide feedback on a partner’s paragraph. Assign partnerships before the lesson. You may choose to partner students of similar ability level; if choosing to group students in this way, consider meeting with a small group during Work Time C to provide extra support. Alternatively, you may use heterogeneous groupings to provide students working below grade level with support from a peer while writing.• In advance:<ul style="list-style-type: none">– Assign critique partners.– Review: Praise-Question-Suggest protocol (see Appendix).– Post: Learning targets; Informational Text anchor chart.



Lesson Vocabulary	Materials
informational paragraphs, focus statement	<ul style="list-style-type: none">• Informational Text anchor chart (begun in Lesson 1)• Text-Dependent Questions: “Life in the Pack” (from Lesson 6; one per student)• Close Reading Guide: “Life in the Pack” (for teacher reference; from Lesson 6)• Paragraph Writing Accordion graphic organizer (from Lesson 7; one per student and one to display)• Paragraph Writing Accordion graphic organizer (for teacher reference; from Lesson 7)• Example focus statements: “Life in the Pack” (for teacher reference)• <i>Face to Face with Wolves</i> (book; one per student and one to display)• Vocabulary cards (begun in Unit 1, Lesson 2)• Example informational paragraph (for teacher reference)

Opening	Meeting Students’ Needs
<p>A. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Direct students’ attention to the posted learning targets and invite them to follow along as you read aloud:<ul style="list-style-type: none">* “I can write a focus statement that states the topic of my informative paragraph.”* “I can write an informative paragraph about wolves using details from <i>Face to Face with Wolves</i>.”• Give students a moment to consider:<ul style="list-style-type: none">* “Based on these targets, what will you be working on today?”• Cold call on students to share out whole group.• Tell students that today they will use the planning they did in Lesson 7 to write an informational paragraph about wolves.	<ul style="list-style-type: none">• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Modeling Drafting a Focus Statement (8 minutes)</p> <ul style="list-style-type: none">Remind students that the paragraphs they will be writing are <i>informational paragraphs</i>.Direct students' attention to the posted Informational Text anchor chart (begun in Lesson 1) and review as necessary.Ask:<ul style="list-style-type: none">* "What features should our paragraphs have if they are informational paragraphs?"Listen for responses like: "They should have a clear main idea and details that support the main idea"; "The topic should be developed with facts, definitions, and details from what we have read about wolves"; or "They 'wrap up' with a concluding statement."Explain that strong informational paragraphs always start with a <i>focus statement</i>. Tell students that the focus statement answers the focus question and tells the topic of the paragraph.Invite students to take out their Text-Dependent Questions: "Life in the Pack."Display the Close Reading Guide: "Life in the Pack."Point out the focus question at the top of the first page and cold call a student to read it aloud:<ul style="list-style-type: none">* "How does living in a pack help wolves survive?"Explain that a focus statement is brief and to the point; it answers the focus question without giving too much detail.Invite students to take out their Paragraph Writing Accordion graphic organizer (from Lesson 7).Display the Paragraph Writing Accordion graphic organizer (for teacher reference).Point out that students identified the topic of their paragraphs when planning in Lesson 7.Ask:<ul style="list-style-type: none">* "What is the topic of our paragraphs?"Listen for responses like: "We will be explaining how living in a pack helps wolves survive."Explain that a focus statement will answer the focus question and tell the reader what the paragraph will be about. Model writing a focus statement for this question. See supporting materials for possible responses. Be sure to model:<ul style="list-style-type: none">– Answering the focus question– Writing a brief and to the point statement– Stating the topic of the paragraph	



Work Time (continued)	Meeting Students' Needs
<p>B. Partner Practice: Drafting a Focus Statement (10 minutes)</p> <ul style="list-style-type: none"> • Invite students to work with a partner to brainstorm at least two different focus statements they could write for this paragraph. (See example focus statements: “Life in the Pack” in supporting materials.) • Tell students to write their statements in the Topic box on their Paragraph Writing Accordion graphic organizers. • After 8 minutes, bring refocus students whole group. Cold call partnerships to share focus statements with the whole class. • Tell students that before a writer settles on one focus statement for his or her piece, he or she will often write several different ones. It's like when people try on several pairs of sneakers before deciding on the pair that's just right for them. 	
<p>C. Guided Practice: Drafting an Informational Paragraph (30 minutes)</p> <ul style="list-style-type: none"> • Display and invite students to turn to the writing prompt in the Text-Dependent Questions: “Life in the Pack.” Read the prompt aloud to students: <ul style="list-style-type: none"> * “After reading ‘Life in the Pack,’ what have you learned about how living in a pack helps wolves survive?” <p>A quality response will:</p> <ul style="list-style-type: none"> • Clearly introduce the topic • Develop the topic with facts, definitions, and details • Use linking words and phrases • End with a concluding statement” • Explain to students that they will now use their Paragraph Writing Accordion graphic organizers to write a draft of their paragraphs. Make sure students have out their copy of <i>Face to Face with Wolves</i>, the Paragraph Writing Accordion graphic organizer from Lesson 7, the Text-Dependent Questions: “Life in the Pack,” and their Vocabulary cards. • Model writing the first couple sentences of the paragraph. Be sure to model: <ul style="list-style-type: none"> – Referring to the Paragraph Writing Accordion graphic organizer to keep the paragraph organized – Looking back in <i>Face to Face with Wolves</i> to confirm and elaborate on facts and details – Turning the words and phrases on the organizer into clear and interesting complete sentences – Using the Vocabulary cards to include precise vocabulary from your research 	<ul style="list-style-type: none"> • During independent work, the teacher can support ELLs or students with special needs as necessary. Just be sure to let all students struggle with the task, as successful completion after considerable effort builds both stamina and confidence. • Consider having students who are struggling continue orally practicing a detail and then write it down as they write their drafts.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Have students practice using the notes on the Paragraph Writing Accordion graphic organizer orally. Students should turn to a partner and explain, in complete sentences, the first detail on the organizer. Students should “talk as if they are writing” and keep trying until their sentences are clear and smooth. Circulate to support and model how to use the notes on the organizer to construct and express a complete thought.• Explain to students that they will now have a chance to write their own paragraphs. Direct students to write their drafts on the lines on their Text-Dependent Questions: “Life in the Pack.” Remind them that since it is a first draft, it does not have to be perfect.• Students should reference the criteria in the writing prompt and be encouraged to refer frequently to the Informational Text anchor chart and Paragraph Writing Accordion graphic organizer when drafting.• Give students 20 minutes to write their paragraphs. Circulate and support them as needed. Be sure to confer with students you observed struggling with planning in Lesson 7 and with writing the paragraph for homework in Lesson 4. Help them focus on getting their ideas down on paper as opposed to worrying about spelling or grammar. See supporting materials for an example informational paragraph.	



Closing and Assessment	Meeting Students' Needs
<p>A. Share (10 minutes)</p> <ul style="list-style-type: none">• Ask students to bring their drafts of their paragraphs and sit facing their critique partner.• Review the Praise-Question-Suggest protocol with students.• Ask students to decide who will present first and who will critique. Explain that they will just give each other oral feedback based on the criteria list in the writing prompt and what they know about focus statements.• The first presenter has 4 minutes to read his or her draft and receive feedback from his or her partner.• Then students switch roles and repeat the process.• After both students have received feedback, direct students to write a revision note at the top of their drafts based on the feedback they received from their partners.• Explain to students that for homework, they should revise their paragraphs based on the revision note they just made and for capitalization, punctuation, and spelling.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Revise your paragraph based on your revision notes and for capitalization, punctuation, and spelling.	



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Supporting Materials



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Example Focus Statements: “Life in the Pack”

For Teacher Reference

Living in a pack helps wolves survive in many ways.

Wolves live together in a pack, which helps them survive.

A key to wolves’ survival is living together in a pack.



Example Informational Paragraph
For Teacher Reference

Writing Prompt:

After reading “Life in the Pack,” what have you learned about how living in a pack helps wolves survive?

A quality response will:

- Clearly introduce the topic
- Develop the topic with facts, definitions, and details
- Use linking words and phrases
- End with a concluding statement

Be sure to check your paragraph for correct spelling, capitalization, and punctuation.

Living in a pack helps wolves survive in many ways. Adult wolves help pups survive. They move the cubs often, which keeps them near food and water sources. They also bring the pups food so the pups don’t go hungry and can grow strong. Adult wolves help other adults survive, too. They care for elder or injured wolves by making sure the weaker wolves have food and are safe from predators. Wolves also hunt together, which allows them to catch bigger prey like deer or moose. Living in a pack helps wolves get food and stay safe.