



EXPEDITIONARY
LEARNING

Grade 3: Module 3B: Unit 2: Lesson 11

Writing about Real Wolves: Drafting an Informative Paragraph



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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 group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. (W.3.2a)
- I can develop the topic with facts, definitions, and details. (W.3.2b)
- 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 an informative paragraph about wolves using details from *Face to Face with Wolves*.
- I can group supporting facts about a topic together in an informative paragraph.
- I can develop my topic with relevant facts, definitions, and details from my research in an informative paragraph.

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. Partner Practice: Drafting a Focus Statement (8 minutes) B. Guided Practice: Grouping Supporting Facts (15 minutes) C. Independent Practice: Drafting an Informational Paragraph (25 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"> • As in Lesson 8, in this lesson, students complete the process of reading and writing to build knowledge for the final section from <i>Face to Face with Wolves</i>, “Making a Comeback.” Students closely read this section with teacher guidance in Lessons 9 and 10. In this lesson, students write an informational paragraph showing understanding by responding to the focus question, “After reading ‘Making a Comeback,’ what have you learned about some of the problems faced by wolves? What are some solutions to these problems?” • In the Closing of this lesson, students use Praise-Question-Suggest protocol to exchange feedback with a partner on their paragraphs. 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 choose to 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
facts, details	<ul style="list-style-type: none"> • Informational Text anchor chart (begun in Lesson 1) • Text-Dependent Questions: “Making a Comeback” (from Lesson 9; one per student and one to display) • Paragraph Writing Accordion graphic organizer (from Lesson 10; one per student and one to display) • Paragraph Writing Accordion graphic organizer (answers, for teacher reference; from Lesson 10) • Example focus statements: “Making a Comeback (for teacher reference) • <i>Face to Face with Wolves</i> (book; one per student and one to display) • Model Paragraph Writing Accordion graphic organizer (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 read each one aloud:<ul style="list-style-type: none">* "I can write an informative paragraph about wolves using details from <i>Face to Face with Wolves</i>."* "I can group supporting facts about a topic together in an informative paragraph."* "I can develop my topic with relevant facts, definitions, and details from my research in an informative paragraph."• Give students a few moments to think about these targets.• Ask:<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 that they did in Lesson 10 to write another 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. Partner Practice: Drafting a Focus Statement (8 minutes)</p> <ul style="list-style-type: none">• Remind students that the paragraph they will be writing is an informational paragraph.• Display the Informational Text anchor chart 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:<ul style="list-style-type: none">– "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."– "They 'wrap up' with a concluding statement."• Remind students that strong informational paragraphs always start with a focus statement. Ask:<ul style="list-style-type: none">* "What is a focus statement?"• Listen for responses like: "A focus statement answers the focus question and tells the topic of the paragraph."	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Invite students to take out their Text-Dependent Questions: “Making a Comeback” and display a copy so all students can see.• 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">* “After reading ‘Making a Comeback,’ what have you learned about some of the problems faced by wolves? What are some solutions to these problems?”• Invite students to take out their Paragraph Writing Accordion graphic organizer (from Lesson 10) and display Paragraph Writing Accordion graphic organizer (answers, for teacher reference; from Lesson 10).• Point out that they identified the topic for their paragraphs when planning in Lesson 10.• Ask:<ul style="list-style-type: none">* “What is the topic of our paragraph?”• Listen for responses like: “We will be explaining the problems wolves have and describing possible solutions to their problems.• 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: “Making a Comeback” in supporting materials.)• Tell students to write their statements in the Topic box on their Paragraph Writing Accordion graphic organizers.• After 6 minutes, bring students back together whole group. Cold call partnerships to share focus statements with the whole class.	
<p>B. Guided Practice: Grouping Supporting Facts (15 minutes)</p> <ul style="list-style-type: none">• Direct students’ attention once again to the Informational Text anchor chart and remind them that informational pieces develop the topic with <i>facts</i>, definitions, and <i>details</i> from the author’s research. Explain to students that authors group together facts that support an idea within a paragraph.• Invite students to open to page 25 of Face to Face with Wolves.• Direct students’ attention to the first full paragraph (beginning with “In Alaska, where wolves were never endangered ...”). Explain to students that they are going to examine this paragraph as writers, paying attention to how the author grouped together supporting facts.• Explain to students that you are will read this paragraph aloud twice, and that the first time they should think about the topic of this paragraph.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Read the paragraph aloud. Ask:<ul style="list-style-type: none">* “What is the topic of this paragraph?”• Listen for responses like: “The topic is the problem of people hunting wolves.”• Tell students that you will read the paragraph a second time, and this time they should think about the facts the author uses to support the topic.• Read the paragraph aloud a second time. Ask:<ul style="list-style-type: none">* “What facts did the author include that support the topic?”• Listen for students sharing facts from the text like: “new laws in Montana and Idaho allow hunters to kill hundreds of wolves” and “wolves are often blamed for the decline in populations of elk and other animals hunted for sport.”• Point out that the author only included facts related to the topic—the problem with people hunting wolves. Explain that it would be confusing for the reader if the author included facts not related to that topic, like scientists studying wolves (or another example fact from this section).• Explain to students that they already thought about facts to include in their paragraphs when they planned their writing in Lesson 10.• Display the Model Paragraph Writing Accordion graphic organizer.• Model revising this graphic organizer for grouping supporting facts. Be sure to model:<ul style="list-style-type: none">– Looking at each detail and corresponding Explain box and checking that the notes in the Explain box support the notes in the Detail box– Revising the notes in the Explain box so they support the Detail box– Looking back in <i>Face to Face With Wolves</i> to confirm facts and details• Invite students to reread their Paragraph Writing Accordion graphic organizers and revise to ensure that they have grouped supporting facts.• Circulate and support students while they work, prompting if necessary by asking questions like: “How does that fact support your topic?”	



Work Time (continued)	Meeting Students' Needs
<p>C. Independent Practice: Drafting an Informational Paragraph (25 minutes)</p> <ul style="list-style-type: none"> • Display and invite students to turn to the writing prompt in the text-dependent questions: “Making a Comeback.” • Read the prompt aloud to students: <ul style="list-style-type: none"> * “After reading “Making a Comeback,” what have you learned about some of the problems faced by wolves? What are some solutions to these problems? <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” • Ask students to make sure they have the following on their desks: <ul style="list-style-type: none"> – <i>Face to Face with Wolves</i> – Paragraph Writing Accordion graphic organizer (from Lesson 10) – Text-Dependent Questions: “Making a Comeback” – Vocabulary cards • Explain to students that they will now use their Paragraph Writing Accordion graphic organizers to write a draft of their paragraphs. • Have students practice using the notes on the Paragraph Writing Accordion graphic organizer orally as a rehearsal for writing. To do this, students 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 in their Text-Dependent Questions: “Making a Comeback.” 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. 	<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">• Give students 20 minutes to write their paragraphs.• Circulate and support students as needed. Be sure to confer with students you observed struggling with planning in Lesson 10 and with writing the paragraphs in Lesson 8. Help them focus on getting their ideas down on paper as opposed to worrying about spelling or grammar on this first draft. Reference the example informational paragraph as needed.	
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 predetermined critique partners.• Review 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 grouping supporting facts.• The 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 draft 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.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Revise and edit your paragraph based on your revision notes and for capitalization, punctuation, and spelling.	



EXPEDITIONARY
LEARNING

Grade 3: Module 3B: Unit 2: Lesson 11

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Example Focus Statements: “Making a Comeback”
For Teacher Reference

There are many problems that wolves face.

The biggest problem wolves face is people.

Wolves face many problems.



Model Paragraph Writing Accordion Graphic Organizer

Name: _____

Date: _____

Topic:

Wolves face several problems.

Detail:

Farmers and ranchers want to shoot them.

Explain:

- **They want to stop wolves from attacking or killing their animals.**
- **Defenders of Wildlife solved this problem.**
- **They created a fund so farmers and ranchers would be paid if wolves killed their animals.**
- **Some states allow people to hunt wolves.**

Detail:

People hunt wolves.

Explain:

- **Some environmental groups want to change the law so wolves can't be hunted.**
- **There are at least 150,000 wolves in 57 different countries.**



Model Paragraph Writing Accordion Graphic Organizer

Conclusion:

People are the biggest problem wolves face.



Example Informational Paragraph
For Teacher Reference

Writing Prompt:

After reading “Making a Comeback,” what have you learned about some of the problems faced by wolves? What are some solutions to these problems?

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.

Wolves face several problems. One problem they used to face was ranchers and farmers wanting to shoot them. The ranchers wanted to do this to stop the wolves from attacking and killing their livestock. A group called the Defenders of Wildlife solved this problem. This group created a fund so the farmers and ranchers could be paid if wolves killed their livestock. Another problem wolves face is that some states allow people to hunt them. But some environmental groups want to change the law in these states so wolves cannot be hunted. People are the biggest problem wolves face.