



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 10

Reviewing Conventions and Editing Peers' Broadsides



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)</p> <p>I can use the writing process to produce clear and coherent writing (with support). (W.4.5)</p> <p>I can use conventions to send a clear message to my reader. (L.4.1, L.4.2, L.4.3)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can check my peers' work for correct capitalization.• I can check my peers' work for correct spelling.• I can check my peers' work for correct punctuation at the end of sentences.• I can check my peers' work for complete sentences.	<ul style="list-style-type: none">• Conventions anchor charts• Revised American Revolution broadside drafts• Exit tickets



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer/Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Chalk Talk (15 minutes)B. Modeling: Editing for Conventions (5 minutes)C. Editing Stations (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Exit Ticket/ Completing Our American Revolution Broadside Rubric chart(10 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• In this lesson, students read one another's broadsides to identify issues with writing conventions (spelling, punctuation, capitalization, and use of complete sentences). Students note mistakes as they edit; they do not actually correct the errors. In the next lesson, students will be given time to correct their own work.• Given the one-hour time constraint, language standards are not heavily emphasized in this module. Students need additional instruction on language conventions during an additional literacy block. This lesson is intended to review and reinforce this 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 further instruction and practice with language standards, see the Foundational Reading and Language Resource Package for Grades 3–5.• In advance:<ul style="list-style-type: none">– Write a short “convention-less paragraph” with dialogue without proper conventions—incorrect spelling, lack of punctuation, and no capitalization—to display with a document camera. A model has been provided in the supplemental materials for your use.– Set up four stations with Conventions anchor charts, markers, and colored pencils. Ideally each station has enough room for about a quarter of your class to sit, with writing partners staying together. Students should be able to see Conventions anchor charts, access materials, and have a surface to write on (table/desks or clipboards).– Students again use colored pencils. In this lesson, a different color is used for each type of convention (for example, red pencils and markers for spelling, blue for punctuation, green for capitalization, and purple for incomplete sentences).– Having different colors at each station helps students focus on editing for one convention at a time and recall what must be corrected when revising. Place matching colored pencils and markers at each station.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">– Post a chart paper at each station. On each chart, write the following questions in the designated color:<ul style="list-style-type: none">• How do I make sure my SPELLING is correct?• How do I know if I have a COMPLETE SENTENCE?• How do I know if my ENDING PUNCTUATION is correct?• How do I know if CAPITALIZATION in my writing is correct?– Review: Chalk Talk protocol (see Appendix).– Post: Learning targets.

Lesson Vocabulary	Materials
capitalization, punctuation, conventions, complete sentences	<ul style="list-style-type: none">• Document camera• American Revolution Broadside rubric (from Lesson 5)• Convention-less paragraph (for teacher reference)• Conventions anchor charts (four pieces of chart paper prepared with questions; see teaching notes)• Markers (several each of four different colors to match each chart; see teaching notes)• Colored pencils (four colors with each color enough for a quarter of your class; see teaching notes)• American Revolution broadside drafts ((from Lesson 7)• Index cards (3" x 5") for exit ticket (one per student)• American Revolution Broadside Rubric chart (from Lesson 6)• Exit ticket prompt (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer/ Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Using a document camera, display your short convention-less paragraph. Ask for a volunteer to try to read it aloud.• 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 is that there were no <i>conventions</i> used. Review that writers use <i>conventions</i>, or writing rules, to make their message clear and understandable to readers.• Review the conventions section of the American Revolution Broadside rubric with students.• Explain that today they will review conventions and edit their writing so it is clear and understandable and ready for final publication.• Introduce the supporting targets:<ul style="list-style-type: none">* "I can check my peers' work for correct capitalization."* "I can check my peers' work for correct spelling."* "I can check my peers' work for correct punctuation at the end of sentences."* "I can check my peers' work for complete sentences."• Tell students that they will edit their broadsides for the conventions listed in the supporting targets. Circle key words: <i>spelling, punctuation, capitalization, and complete sentences</i>. Clarify the meanings of these words or targets as needed.	<ul style="list-style-type: none">• Allow students to discover the topic of this lesson through reading your convention-less paragraph. This will help interest them in editing for conventions.



Work Time	Meeting Students' Needs
<p>A. Chalk Talk (15 minutes)</p> <ul style="list-style-type: none">• Point out the four stations to students. Read the Conventions anchor chart at each station:<ul style="list-style-type: none">– How do I make sure my SPELLING is correct?– How do I know if I have a COMPLETE SENTENCE?– How do I know if my ENDING PUNCTUATION is correct?– How do I know if my CAPITALIZATION is correct?• Tell students that they will do a Chalk Talk to share their thoughts on each question. Remind students that they have engaged in this protocol before in Module 2 and briefly review directions:<ol style="list-style-type: none">1. Go to your assigned chart first.2. Read the question on the chart.3. Add your thoughts on the question to the chart using markers at the station.4. 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.5. Once you have visited every chart, sit in your seat.• Give students time to visit each chart, read, and add their thoughts—about 10 minutes or less.• Have students return to their seats. Gather the charts and review each chart with students. 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 offer helpful hints with spelling. Tell students that they will use these Conventions anchor charts later this lesson.	<ul style="list-style-type: none">• Although students have experienced this protocol before, it could still be confusing for ELLs or students with other special needs. Consider reviewing the protocol with these students ahead of time. Another way to support students is to give them a copy of shortened directions with visuals to guide them.



Work Time (continued)	Meeting Students' Needs
<p>B. Model: Editing for Conventions (5 minutes)</p> <ul style="list-style-type: none"> • 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). Be sure to model referring to the Conventions anchor charts (posted at each station) as resources. • For example: Read the capitalization chart. Read aloud your convention-less paragraph. Notice a mistake and think aloud: "I notice that one of the rules for capitalization is to be sure names of people or places are capitalized." Demonstrate fixing a mistake: "I see that I capitalized 'Machines,' but this is not a proper noun, so it shouldn't be capitalized. I am going to circle it with a colored pencil from the capitalization station." • Clarify as needed. 	<ul style="list-style-type: none"> • When you model editing for students, remember that you are showing them how to identify and note mistakes, not revise them. They will be able to correct their mistakes in Lesson 13. • Be sure students are editing their drafts with their revised introduction and conclusion written for homework in Lesson 9.
<p>C. Editing Stations (25 minutes)</p> <ul style="list-style-type: none"> • Repost the Conventions anchor charts at the appropriate editing station. • Tell students they will go to all four stations to get help from peers to improve their American Revolution broadside drafts. Divide the class into fourths to send a quarter of the students to each station, but be sure writing partners stay together. • Give directions: <ol style="list-style-type: none"> 1. Go to your assigned station with the second draft of your broadside. 2. At that station, trade papers with your peer critique partner. 3. Read your partner's draft and identify any convention mistakes related to the topic of that station's chart. 4. When both partners are finished, move to the next station. 5. Be sure to visit all four stations. • Circulate and confer with pairs who may need extra support. Every 5 minutes or so, remind students to rotate to another station. Pairs that finish early can begin revising and typing, if these facilities are available. • Collect students' broadsides to add further edits. Students will use these edits to correct their spelling, punctuation, capitalization, and incomplete sentences when they revise and publish in Lesson 13. 	<ul style="list-style-type: none"> • In addition to the Conventions anchor charts, a conventions checklist can be prepared beforehand to support ELLs or students with special needs during editing. • Consider several options if students need more structured management of movement. Partners can raise their hands when they are done at a given station and check with you before they move on. Or students can remain in one place, and all materials can be available where they are working.



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket/ Completing American Revolution Broadside Rubric chart (10 minutes)</p> <ul style="list-style-type: none">• Gather students into a whole group and review the learning targets. Distribute one index card to each student. Reading from the exit ticket prompt (for teacher reference), ask them to write their names at the top and do a QuickWrite on the following questions:<ul style="list-style-type: none">* "How will this editing improve your broadsides?"* "What made editing easy or difficult for you?"• Have them share their answers with a partner, then collect the exit tickets for a formative assessment of the learning targets.• Ask students to help you add to the conventions criteria on the American Revolution Broadside Rubric chart based on their work today.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home. <p><i>Note: To prepare for Lesson 11, do the following:</i></p> <ol style="list-style-type: none">1. <i>Edit students' broadsides. Remember to add only those edits that pertain to the conventions discussed in class.</i>2. <i>Review the exit tickets to determine if any students need further support in the next lesson, where they will revise to correct their mistakes and publish their broadsides.</i>3. <i>Type up the American Revolution Broadside Rubric chart as it currently stands after this lesson, and make a copy for each student to be distributed in the next lesson</i> <p><i>In Lesson 11, students will finalize their writing. If they did not type up their second drafts yet, consider giving them additional time to type their final copies before Lesson 11.</i></p>	



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Supporting Materials



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Convention-less Paragraph
(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 the american revolution when we first started we new very little about the american revolution but over the last severel weeks we hav come very far another teacher asked how do your students know so much about the american revolution i told her they had become expert researchers threw reading and writing



Exit Ticket Prompt
(For Teacher Reference)

How will this editing improve your broadside?

What made editing easy or difficult for you?
