



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 3: Lesson 5

Continuing Writing the Informative Paragraphs: Incorporating Research into Our Writing



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can produce writing that is appropriate to task and purpose (with support). (W.3.4)
- I can write an informative/explanatory text. (W.3.2)
- I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. (W.3.2a)
- I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)
- I can sort evidence into provided categories. (W.3.8)
- I can compare how people use language when they write versus when they talk. (L.3.3b)
- I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- I can use descriptive words in my writing to show details.
- I can practice for the performance task by writing about Japan (with support).
- I can draft my informative paragraphs using a Paragraph Writing graphic organizer.
- I can give kind, helpful, and specific feedback to my writing partner.

Ongoing Assessment

- France Model: Informative Paragraphs recording form
- Students' informative draft paragraphs



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Writer: Words That Work: Descriptive Words (10 minutes) B. Unpacking Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Independent Practice: Planning and Drafting Informative Paragraph 1 Using the Paragraph Writing Graphic Organizer (15 minutes) B. Peer Critique Protocol on Informative Paragraph 1 (10 minutes) C. Independent Practice: Planning and Drafting Informative Paragraph 2 Using the Paragraph Writing Graphic Organizer (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Things I Need to Remember for Writing (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Complete any informative paragraphs not completed today in class. 	<ul style="list-style-type: none"> • As noted in Lesson 4, Lessons 4 and 5 provide time for students to draft the body paragraphs for their Japan letters. Lesson 4 offered a model and support in preparing to write, and this lesson provides more time for students to work independently on drafting their pieces. Work that was not completed in Lesson 4 is completed in this lesson and for homework. • Students' independent drafting time is broken up by receiving feedback of their paragraph's structure from their writing partner. Students should use this feedback to revise their current writing and inform the writing they do in Work Time C. • In Closing A, students are introduced to a new recording form: Things I Need to Remember for Writing. They use this form as a personal log to record what they need to remember about the writing process based on feedback they receive from peers or teachers. Since each log is dependent on the student, they will vary from student to student. This form should be collected periodically to check for student misconceptions. Specific lessons will direct teachers when to collect and review it. • In Lesson 6, students will need a copy of the kanji paragraph that you crafted "live" during Lesson 5. Consider distributing a typed up version of your paragraph during this lesson. • In advance: <ul style="list-style-type: none"> – Prepare and post the Words That Work: Descriptive Words anchor chart, Criteria for a Quality Research-Based Letter anchor chart, and Peer Critique Protocol anchor chart. – Post: Learning targets.



Lesson Vocabulary	Materials
descriptive, informative, critique, protocol, criteria	<ul style="list-style-type: none">• Small white boards (one per pair of students)• White board markers and erasers (one each per student)• Words That Work: Descriptive Words anchor chart (new; teacher-created; see supporting materials)• Words That Work: Descriptive Words anchor chart (for teacher reference)• Paragraph Writing graphic organizer (from Lesson 4; two per student, one from Lesson 4 and one new blank copy per student; one to display)• Topic Decision recording form (from Lesson 3)• Document camera• Equity sticks• Criteria for a Quality Research-Based Letter anchor chart (begun in Lesson 2)• Peer Critique Protocol anchor chart (new; teacher-created; see supporting materials)• Things I Need to Remember for Writing recording form (one per student and one to display)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Words That Work: Descriptive Words (10 minutes)</p> <ul style="list-style-type: none">• Gather students in a circle, asking them to sit next to their writing partner.• Distribute the small white boards, white board markers, and erasers.• Display the Words That Work: Descriptive Words anchor chart.• Direct students' attention to the learning targets and read the first one aloud:<ul style="list-style-type: none">* "I can use descriptive words in my writing to show details."• Tell students that this activity will help them think more about descriptive words. Explain that the more they practice with these words, the easier it will be to use them in their writing, including their informative paragraphs. This will help make their writing to Mary Pope Osborne more engaging and interesting for her to read.• Refer to Words That Work: Descriptive Words anchor chart (for teacher reference) as you guide students through the activity.• Give directions:<ol style="list-style-type: none">1. I will announce a word, along with its definition.2. Think with your partner about a more descriptive word that could replace the one I announced.3. Write that word on your white board.4. Hold up your white board when I ask you to do so. I will then write several of the strongest words on the Words That Work: Descriptive Words anchor chart and explain why they're the strongest.5. Erase your white board, and we'll repeat the process.• After 8 minutes, collect students' white boards, markers, and erasers.• Celebrate the work they did in thinking of more descriptive words. Explain that later in the lesson, they are going to think about their own writing about Japan and how they can bring the ideas more to life using some of the words the class collected today.• Keep the Words That Work: Descriptive Words anchor chart posted for student reference.	<ul style="list-style-type: none">• Post visuals to accompany the words presented to assist students in understanding the meaning of the words.• Allow students to use a thesaurus to find synonyms for words.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the learning targets and read the second and third targets aloud:<ul style="list-style-type: none">* "I can practice for the performance task by writing about Japan (with support)."* "I can draft my informative paragraphs using a Paragraph Writing graphic organizer."• Ask students to give a thumbs-up, -sideways, or -down to show whether they think they are on track for each of these targets.• Ask for volunteers to share why they self-assessed as they did.	<ul style="list-style-type: none">• When unpacking the learning targets, highlight or underline key words that help students understand what they need to know and be able to do by the completion of the lesson.



Work Time	Meeting Students' Needs
<p>A. Independent Practice: Planning and Drafting Informative Paragraph 1 Using the Paragraph Writing Graphic Organizer (15 minutes)</p> <ul style="list-style-type: none">• Remind students of the work they did in Lesson 4: preparing to write the informative paragraphs for the body of the letter.• Display the Paragraph Writing graphic organizer and Topic Decision recording form one at a time, using a document camera. Have students reorient themselves to these forms.• Ask them to turn and talk:<ul style="list-style-type: none">* “How did you use the Paragraph Writing graphic organizer and Topic Decision recording form in the previous lesson to organize your writing?”• Use equity sticks to cold call a few students to share with the class.• Reinforce that in the last lesson, students examined the informative paragraphs from the France model letter and noticed that each followed the standard paragraph format: topic sentence, detail sentences, ending sentence. The Paragraph Writing graphic organizer follows this same format, so it makes it easy to plug their ideas into this organizer.• Refer students to the Criteria for a Quality Research-Based Letter anchor chart, which is posted to support them in thinking about what their finished letter will need to contain.• Tell students they will pick up where they left off in the previous lesson: filling out their Paragraph Writing graphic organizer or drafting their first body paragraph.• Ask students to return to their seats. Distribute a new copy of the Paragraph Writing graphic organizer.• Invite them to take out their Paragraph Writing graphic organizer and Topic Decision recording form.• Give them 10 minutes to continue working.• During independent work time, consider calling invitational writing groups that may need additional support with organizing writing or drafting the paragraph.• If students finish their first informative paragraph before time is called, they may begin working on their second informative paragraph.	<ul style="list-style-type: none">• Pull invitational writing groups for students who need additional writing support.



Work Time (continued)	Meeting Students' Needs
<p>B. Peer Critique Protocol on Informative Paragraph 1 (10 minutes)</p> <ul style="list-style-type: none"> • Read the final learning target aloud: <ul style="list-style-type: none"> * “I can give kind, helpful, and specific feedback to my writing partner.” • Tell students that they are going to listen to their writing partners read their informative paragraph drafts aloud. While they are listening to their partner, they should prepare to give them feedback on this criterion: <ul style="list-style-type: none"> – The paragraph has a topic sentence, followed by detail sentences, followed by an ending sentence. • This means students will focus mainly on the organization of their partner’s paragraph. Remind them that for this feedback to be helpful, they should focus only on this specific area. Other proofreading and editing will happen later. • Remind students about the steps of the critique protocol, which are identified on the Peer Critique Protocol anchor chart. Review and clarify as necessary. <ol style="list-style-type: none"> 1. Author and Listener: Review area of critique focus from criteria list 2. Author: Reads his or her piece 3. Listener: Gives feedback based on criterion/criteria: “I like how you _____. You might consider _____.” 4. Author: Records feedback directly on draft 5. Author: Says, “Thank you for _____. My next step will be _____.” 6. Switch roles and repeat. • Address any clarifying questions. • Ask students to take their informative paragraph drafts and quietly move to sit with their writing partners. • Ask them to begin reading aloud and providing feedback. • Circulate to support students with the critique process, helping them to follow the protocol and focus their feedback using the criterion given. • After 10 minutes, direct students to thank their writing partners and return to their seats to continue drafting Paragraphs 1 and 2. 	<ul style="list-style-type: none"> • To further support students, you can add visual cues to your anchor chart or provide copies of the chart for certain students to use at their desk.



Work Time (continued)	Meeting Students' Needs
<p>C. Independent Practice: Planning and Drafting Informative Paragraph 2 Using the Paragraph Writing Graphic Organizer (15 minutes)</p> <ul style="list-style-type: none"> • Tell students that now that they have had the chance to receive some feedback from their writing partners, they will continue drafting their informative paragraphs. Students should practice incorporating the feedback they just received into their writing. • Ask them if they have any questions about their tasks. • Give students 15 minutes to continue completing the paragraph organizer and drafting the second informative paragraph. • During independent work time, consider calling invitational writing groups for students who may need additional support with organizing writing or drafting the paragraph. 	
Closing and Assessment	Meeting Students' Needs
<p>A. Things I Need to Remember for Writing (5 minutes)</p> <ul style="list-style-type: none"> • Distribute and display the Things I Need to Remember for Writing recording form. • Remind students that writing is a process and it is hard to remember everything. This form will be a tool to help them keep track of what they need to remember to be stronger writers. They will add to this throughout the unit. • Quickly model for students how you might fill in the form. • Allow them time to fill in the recording form based on what they need to remember from their work today as writers. • Collect this form to gather data on how students are doing with crafting informative paragraphs. 	<ul style="list-style-type: none"> • Provide a sentence starter for students needing extra support. A possible starter could be: "I need to remember to_____."
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Complete any informative paragraphs not completed today in class. 	<ul style="list-style-type: none"> • Send home a copy of the completed kanji organizer and paragraph to support families with the paragraph expectations.



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Supporting Materials



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Words That Work: Descriptive Words Anchor Chart

Descriptive Word	Descriptive Word That Works Better
pretty	
skinny	
colorful	
metal	
hard	
old	



Words That Work: Descriptive Words Anchor Chart
(For Teacher Reference)

Descriptive Word (meaning can be substituted)	Descriptive Word That Works Better (possible responses)
pretty Meaning: pleasing to the eye	beautiful lovely gorgeous
skinny Meaning: thin and small in stature	thin lean frail
colorful Meaning: full of color	vibrant painted technicolor
metal Meaning: made of a hard substance usually from an inorganic material	copper iron metallic
hard Meaning: not soft	firm concrete
old Meaning: not young	ancient weathered historic



Peer Critique Protocol Anchor Chart
(For Teacher Reference)

- **Author and Listener:** Review area of critique focus from criteria list
- **Author:** Reads his or her piece
- **Listener:** Gives feedback based on criterion/criteria: “I like how you _____. You might consider _____.”
- **Author:** Records feedback directly on draft
- **Author:** Says, “Thank you for _____. My next step will be _____.”
- **Switch roles and repeat.**



Things I Need to Remember for Writing Recording Form

Name: _____

Date: _____

There are many things writers need to remember to do before they are ready to present their published writing piece. Use this form to keep track of your new learning about writing and to help you remember important pieces from each lesson.

Note to students: You will use this recording form until the end of the unit.

Lesson	I need to remember ...
5	