



EXPEDITIONARY  
LEARNING

# **Grade 3: Module 3A: Unit 3: Lesson 3**

## **Revising and Editing: Simple and Compound Sentences and Conventions**



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

- I can write simple, complex, and compound sentences. (L.3.1)
- I can use conventions to send a clear message to my reader. (L.3.2)
- I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)

**Supporting Learning Targets**

- I can revise my *Peter Pan* summary paragraph to include simple and compound sentences.
- I can capitalize appropriate words in titles.
- I can correctly spell words that have suffixes.
- I can use resources to check and correct my spelling.

**Ongoing Assessment**

- Students' sentence revisions
- Students' edited writing



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Unpacking the Learning Targets (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Mini Lesson: Simple and Complex Sentences (20 minutes)</li> <li>B. Revision Work Time (15 minutes)</li> <li>C. Editing Work Time (15 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Share: Concentric Circles (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Complete the Simple and Compound Sentences homework sheet.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• This lesson includes just 15 minutes for students to edit their summary paragraphs. If they do not finish the task, decide whether to assign it as homework or provide additional class time to complete the editing.</li> <li>• These lessons do not dedicate time to publishing (typing or rewriting in best handwriting) students' summaries. Plan accordingly, making arrangements for technology time if students will type their summaries. If students are handwriting their summaries, plan to have them complete this after Lesson 3 (during another time of the day or for homework before Lesson 4).</li> <li>• Review: Conventions checklist (used in Modules 1 and 2; see supporting materials)</li> <li>• Review: Concentric Circles protocol (see Appendix)</li> </ul>

Lesson Vocabulary	Materials
<p>revise, simple, compound, conjunction</p>	<ul style="list-style-type: none"> <li>• Simple and Compound Sentences recording form (one per student)</li> <li>• Classic Starts edition of <i>Peter Pan</i> (one per pair)</li> <li>• <i>Rain School</i> Model Summary (from Lesson 1)</li> <li>• First drafts of students' Peter Pan summary (from Lesson 2)</li> <li>• Conventions checklist (one for display)</li> <li>• Simple and Compound Sentences homework (one per student)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Unpacking the Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Congratulate students on their first draft writing from Lesson 2. Remind them that effective writers always revise, or look at their writing again and change things to make it stronger. (If necessary, refer to the writing process to clarify where students are in their journey as writers.)</li><li>• Read aloud the first target. Remind students that they have already worked hard to revise their writing this year. Point out that the word <i>revise</i> means literally “to look again.” The prefix “re” means again, and “vise” means look. They are looking at their writing again to see how to make it even better. Underline the words <i>simple</i> and <i>complex</i>. Invite students to pair share what they know about these words.</li><li>• Define them for students: <i>simple</i> = easy or basic <i>compound</i> = made up of two parts (tell students that the prefix “com-” means together)</li><li>• Tell the class that experienced writers use both simple and compound sentences. Ask students why writers might consider the variety of their sentences.</li><li>• If necessary, guide students toward the understanding that sentence variety makes their writing interesting and lively. Too many simple sentences, for example, will sound choppy, but too many long sentences will be difficult to read and hard to understand. Later in the lesson, they will revise their paragraphs to write a variety of sentences and make their writing more interesting.</li><li>• Direct students to the next three targets and read them aloud. Again, ask students to pair share what they think they will be doing in the second part of the lesson based on these targets. Students are very familiar with these targets and should be able to easily identify that they will edit, or polish, their writing to make it easier to read.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Mini Lesson: Simple and Complex Sentences (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Project Part A of the <b>Simple and Compound Sentences recording form</b>. Read the definitions and examples of a simple sentence aloud to students. Invite students to pair share what makes those two sentences simple.</li> <li>• Repeat with the compound sentence definition and examples. Again, invite students to pair share what makes those two sentences compound. Reinforce the conjunctions used in both sentences, <i>so</i> and <i>but</i>.</li> <li>• Distribute the <b>Classic Starts edition of <i>Peter Pan</i></b> to students as well as the Simple and Compound Sentences recording form. Give students about 10 minutes to complete Part B of the recording form with a partner. After students have completed the form, discuss this section as a class and answer any clarifying questions as needed. Students should have pulled out the following compound sentences from the <i>Peter Pan</i> text:             <ul style="list-style-type: none"> <li>– This would not have been fighting fair, so Peter offered Hook a hand to hoist himself up.</li> <li>– People had been unfair to Peter before, but he had always forgotten it, and so he reacted as if it were the first time.</li> <li>– Hook clawed Peter twice with his hook, and might have finished him off had he not just then heard a ticking.</li> </ul> </li> <li>• Display the <b>Rain School Model Summary</b>. Say to students: “Let’s look together again at the model summary. Remember, we are trying to have both simple and compound sentences in our paragraphs so they are more interesting to read. As I read the paragraph aloud, look and listen for simple and compound sentences.”</li> <li>• Read the paragraph aloud as students follow along. After reading, invite students to pair share one simple sentence that they noticed in the paragraph. Listen for students to name the following sentences:             <ul style="list-style-type: none"> <li>– Rain School is a powerful story about Thomas, a boy who lives in the country of Chad.</li> <li>– Thomas is very excited to be going to school.</li> <li>– His teacher says that building the school will be the children’s first lesson.</li> <li>– He and the other children help to build the schoolhouse from mud and grass.</li> <li>– Then they get to learn how to read and write with their wonderful teacher.</li> <li>– Thomas and the other children are not sad.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• All students developing academic language will benefit from direct instruction of academic vocabulary.</li> <li>• Consider strategic pairs of students for the Simple and Compound Sentences activity in Work Time A.</li> <li>• Consider writing and breaking down multistep directions into numbered elements. Struggling learners can return to these guidelines to make sure they are on track.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>– The teacher tells the children that they will rebuild the school again next year.</li><li>– It was interesting to read about a school so far away.</li><li>• Cold call students to share the simple sentences they identified and highlight them.</li><li>• Next, invite students to pair share a compound sentence they noticed. Listen for students to name any of the following:<ul style="list-style-type: none"><li>– He goes to school on the first day, but he realizes that there is no school building.</li><li>– At the end of the school year big rains come, and they totally wash the school building away.</li><li>– Thomas's school is like our school, since kids learn to read and write, but also very different from our school.</li></ul></li><li>• Tell students that you are going to show them how thoughtful writers might revise their writing to include a variety of sentences. Ask them to watch and listen carefully and track what you do as a writer to make revisions on your first draft.</li><li>• Read aloud these sentences: "His teacher says that building the school will be the children's first lesson. He and the other children help to build the schoolhouse from mud and grass."</li><li>• Think aloud: "These are both simple sentences. I think I could combine them into a compound sentence using the conjunction so. Let me see how that sounds: 'His teacher says that building the school will be the children's first lesson, so he and the other children help to build the schoolhouse from mud and grass.'"</li><li>• Write above your original sentences, inserting a caret mark or a V to show that you are adding something to the writing.</li><li>• Reread the sentence: "His teacher says that building the school will be the children's first lesson, so he and the other children help to build the schoolhouse from mud and grass."</li><li>• Think aloud: "I think that sounds more interesting and less choppy." Point out that the word "and" in this sentence is not used as a conjunction to join two simple sentences; rather, it's showing that the houses were built of grass as well as mud.</li><li>• Explain to students that they are going to do the same thing you just did. They are going to revise their writing, looking for places where they might be able to combine two simple sentences into a compound sentence. There may also be a place where they could break a compound sentence into two simple ones. Refer them to the target for the day again.</li></ul>	<ul style="list-style-type: none"><li>• Consider pulling a small group of students who might need targeted support with their drafting.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Revision Work Time (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute <b>first drafts of students' <i>Peter Pan</i> summaries.</b></li><li>• Give the class 15 minutes to revise individually or in pairs. Circulate and confer with students as they revise their drafts.</li><li>• If students are stuck, provide further instruction by helping them identify sentences that could be combined or broken up. Remind students to use their Simple and Compound Sentences recording form if they need support.</li><li>• Pull invitational groups as needed. An invitational group might look like the following:<ol style="list-style-type: none"><li>1. Gather the group with their first drafts and Simple and Compound Sentences recording forms.</li><li>2. Have students reread their own first drafts, looking for simple and compound sentences.</li><li>3. Review the recording form and ask students to think about their sentences.</li><li>4. Give students an opportunity to share with each other what they decided to do to combine or break up sentences. Depending on the group size, pair them together for this or ask each student to share with the whole group.</li></ol></li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>C. Editing Work Time (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Project the <b>Conventions checklist</b>. Briefly review the contents of the checklist. This tool is very familiar to students, so they will likely need little, if any, clarification. Remind students to use their checklists to identify what they need to work on to edit their writing.</li><li>• Give students about 15 minutes to edit their writing for correct capitalization, spelling, and punctuation. Invite students to work in partnerships or small groups, reading their work aloud to each other to support their editing process.</li><li>• Confer and support as needed.</li><li>• For students who might have a difficult time finding their own errors, consider the following options:<ul style="list-style-type: none"><li>– Support them by identifying a few words to correct.</li><li>– Gather a small group of students who might need this support so that they can help each other, with your guidance.</li><li>– For students struggling to find punctuation corrections, read their writing aloud to them, emphasizing the missing punctuation (i.e., not pausing). Ask students to listen for a place for you to pause that makes sense.</li></ul></li><li>• After 15 minutes, pause students in their work and ask them to look over their Conventions checklist and check their work against it. Ask students to complete the checklist, marking where they think their writing is at this point.</li><li>• If some students finish earlier than the allotted time, invite them to continue in their independent reading book or rereading favorite passages of <i>Peter Pan</i>.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Share: Concentric Circles (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to bring their revised paragraphs and gather in the configuration for Concentric Circles. (Half the students form an inside circle, facing out; the others form an outer circle, facing in. All students should be facing a partner; if numbers are uneven, use a trio.)</li> <li>• Prompt them to one or two sentences that they revised during today's writing.</li> <li>• As students share with a peer, they may use the sentence frame: "I changed the sentence(s) _____ to _____. I think this will improve my writing because _____." Be sure each person has a chance to speak.</li> <li>• Ask students to rotate to the left. Repeat the share two more times.</li> </ul>	<ul style="list-style-type: none"> <li>• For students needing additional supports, consider offering a sentence frame, sentence starter, or cloze sentence to assist with language production and provide the structure required.</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Complete the <b>Simple and Compound Sentences homework</b> sheet.</li> </ul>	



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## Supporting Materials



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Simple and Compound Sentences Recording Form

.....  
**Name:**

.....  
**Date:**

**Part A:** Simple and Compound Sentences

A **simple sentence** contains a subject and a verb and shows a complete thought.

Examples:

- I ran to the park yesterday afternoon.
- José and Kelly played on the playground after school.

A **compound sentence** is two simple sentences joined by a conjunction. A conjunction is a connecting word like *or*, *and*, *nor*, *but*, *or*, *yet*, *so*.

Examples:

- Alejandro played football, so Maria went biking.
- I went to bed early, but my brother stayed up late.

**Part B:** Finding Compound Sentences in *Peter Pan*

Directions: Please turn to page 78 in your Classic Starts *Peter Pan* text. Read this page with your partner and try to find at least two compound sentences.



Conventions Checklist

**I can use conventions to send a clear message to my reader.**

I can use beginning and ending punctuation.

I can capitalize character names and titles.



Simple and Compound Sentences Homework

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Part A:** Simple and Compound Sentences

A **simple sentence** contains a subject and a verb and shows a complete thought.

Examples:

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- José and Kelly played on the playground after school.

A **compound sentence** is two simple sentences joined by a conjunction. A conjunction is a connecting word like *or*, *and*, *nor*, *but*, *or*, *yet*, *so*.

Examples:

- Alejandro played football, so Maria went biking.
- I went to bed early, but my brother stayed up late.

**Part B:** Are these sentences simple or compound?

1. My dog runs around the house, but my cat likes to sleep on the couch.

\_\_\_\_\_

2. Alicia goes to the library and studies every day.

\_\_\_\_\_

3. My mom and dad like the beach, but my sister and I prefer the mountains.

\_\_\_\_\_



Simple and Compound Sentences Homework

4. Juan and Arturo play soccer every afternoon.

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**Part C:** Combine these two simple sentences with a conjunction to form a compound sentence.

I play the piano. My sister plays the flute.

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