



# Writing Studio

Grade 3

## Teacher Guide

Grade 3

Units 1-7

# Writing Studio

## Teacher Guide



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Writing Studio 1

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# Introducing Narrative Writing

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# Introducing Narrative Writing

## PRIMARY FOCUS OF LESSON

Students write alternate endings to “Aladdin and the Wonderful Lamp, Part I.”  
[W.3.3]

## FORMATIVE ASSESSMENT

Activity Page 1.1

**An Alternate Ending** Students write alternate endings to “Aladdin and the Wonderful Lamp, Part I.” [W.3.3]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing Narrative Writing (30 min.)</b>			
Connections: Writing Narratives	Whole Group	3 min.	
Introduce the Prompt	Whole Group	5 min.	□ Writing Prompt for Activity Page 1.1
Narrative Pre-Assessment	Independent	17 min.	□ Activity Page 1.1
Wrap-Up	Whole Group	5 min.	

## ADVANCE PREPARATION

- Prepare the writing prompt for display, either copying it onto chart paper or planning to project it. See Writing Prompt for Activity Page 1.1 in Teacher Resources.
- Prepare copies of Activity Page 1.1 to distribute to each student for the Narrative Pre-Assessment activity.
- Prepare the rubric for grading the pre-assessments. See the *Third Grade Writing Rubric: Narrative Writing* in Teacher Resources. You will retain the pre-assessment to compare with the final narrative writing activity in Unit 4, *Developing Narrative Writing*.

### Universal Access

- Prepare sentence starters as follows:
  - One interesting character from a story is . . .
  - When I read my favorite story, I always wondered about . . .
  - If my favorite character lived in a different place, then . . .

## Lesson 1

# Introducing Narrative Writing



**Primary Focus:** Students write alternate endings to “Aladdin and the Wonderful Lamp, Part I.” [W.3.3]

## CONNECTIONS: WRITING NARRATIVES (3 MIN.)

- Ask a few student volunteers to review what a narrative is.
  - » Narratives are stories.
- Clarify that there may true narratives, such as personal narratives, or fictional narratives that are written about characters.

## INTRODUCE THE PROMPT (5 MIN.)

- Tell students that in this Writing Studio lesson they will write their own narratives consisting of a new story about a character they have read or heard about.
- Display the Writing Prompt for Activity Page 1.1 and read it aloud, repeating as necessary.

### ➤ Writing Prompt for Activity Page 1.1

Think about the story “Aladdin and the Wonderful Lamp, Part I.” How do you think the story would be different if Aladdin had not listened to the magician and had touched some of the cave’s treasures before he got the lamp? Write an alternate ending that explains what would have happened if Aladdin had not listened to the magician.



### Check for Understanding

Ask a volunteer to explain the prompt in his or her own words.

## Support

Review the definitions of *fiction* and *nonfiction*.

## Challenge

Have students name an example of a fictional narrative.



## Access

### Entering/Emerging

Review the prompt and use sentence starters to guide students in speaking about narratives.

### Transitioning/Expanding

Review the prompt and provide sentence starters for student pairs to use in speaking about narratives.

### Bridging

Review the prompt and provide sentence starters for student groups to use in speaking about narratives.





### NARRATIVE PRE-ASSESSMENT (17 MIN.)

- Distribute Activity Page 1.1.
- Tell students to write a narrative in response to the prompt.
- Remind students that they should write as complete a narrative as possible in the time they have.

**Note:** If students finish before time elapses, you may allow them to work silently on something else. Since this is a pre-assessment, students may stop writing when they decide they are finished with the task or when seventeen minutes have elapsed. Subsequent lessons in this unit and in the entire Writing Studio program will help build students' ability to write for longer periods of time.

- As students complete their work, collect their narratives. You will use the *Third Grade Writing Rubric: Narrative Writing* to assess their work. You should save their pre-assessment to compare it to their final narrative writing activity, which they will complete in Writing Studio Unit 4, Lesson 8.

### WRAP-UP (5 MIN.)

- Ask students to raise their hands silently if their narrative:
  - includes Aladdin and other characters.
  - shows how characters react to events or situations.
  - uses specific words to show the order of events.
  - uses concrete words to describe events, characters, or other parts of the narrative.
  - includes a conclusion that relates to or wraps up the events.
- If time permits, ask students to describe their narrative to a partner.
- Tell students that in the next Writing Studio session, they will spend more time thinking about and learning how to write narratives.

~~~~~End Lesson~~~~~

# Introducing Narrative Writing

## PRIMARY FOCUS OF LESSON

Students identify and describe the purpose and features of a narrative. [W.3.3]

## FORMATIVE ASSESSMENT

Activity Page 2.1

**Blank Story Map** Students identify and describe the purpose and features of a narrative. [W.3.3]

## LESSON AT A GLANCE

|                                                | Grouping    | Time    | Materials                |
|------------------------------------------------|-------------|---------|--------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                          |
| Connections: Telling Stories                   | Whole Group | 5 min.  |                          |
| Read-Aloud: “The Magician’s Quest”             | Whole Group | 7 min.  | ☐ “The Magician’s Quest” |
| Modeling: Completing a Story Map               | Whole Group | 5 min.  | ☐ Activity Page 2.1      |
| Completing a Story Map                         | Independent | 10 min. | ☐ Activity Page 2.1      |
| Wrap-Up                                        | Partner     | 3 min.  |                          |

## ADVANCE PREPARATION

- Prepare to display “The Magician’s Quest.”
- Prepare to display Activity Page 2.1 (Blank Story Map, available as a Blackline Master in Teacher Resources) and to distribute a copy to each student.

### Universal Access

- Prepare a list of the following terms from “The Magician’s Quest” for preteaching:
  - pebble
  - scurried
  - shabby
  - shawl
- Prepare to preteach “The Magician’s Quest.”

## Lesson 2

# Introducing Narrative Writing



**Primary Focus:** Students identify and describe the purpose and features of a narrative. [W.3.3]

## CONNECTIONS: TELLING STORIES (5 MIN.)

- Ask students to think about what they know about narratives. They may draw on their knowledge from Unit 1, *Classic Tales: The Wind in the Willows* if they wish.
  - » Answers may vary, but students should understand that a narrative is a story. It may be a true story, as in a personal narrative, or it may be an imagined, or fictional, story.
- Ask students to turn and talk with a peer briefly about their favorite stories. Students should name their favorite story and give a reason why they like it.
- Ask students to listen as you read the following items aloud. Students should raise a silent hand when they hear the reason the story they named is their favorite.
  - I like the characters in the story.
  - I like the things that happen in the story, or the plot.
  - I like the setting of the story, or where it takes place.
  - I like the language of the story, or the words it uses to describe things.
- Explain that good narrative writers think about all of the above elements when they write, because they know that these elements can help readers love stories.

## READ-ALoud: “THE MAGICIAN’S QUEST” (7 MIN.)

- Tell students that they will learn about narratives by reading some examples and by writing their own.
- Tell students that as they listen to the first narrative, they should pay close attention and identify the characters, the events that happen in the story, the setting of the story, and good descriptive words in the story.

## Support

Offer specific examples for each narrative element. For example, explain that Rapunzel is a character, the setting is the tower, and one part of the plot is that the Prince asks Rapunzel to let down her long hair.

- Explain that just as students wrote narratives that told new stories about a familiar character, this narrative tells a story about the magician from “Aladdin and the Wonderful Lamp.” It describes the magician before he decided to find Aladdin. You may wish to explain that this story is invented; it is not part of the story as it is typically told in Iran.
- Display “The Magician’s Quest.”

### ➤ **The Magician’s Quest**

- Read aloud “The Magician’s Quest.” Alternatively, you may wish to have student volunteers take turns reading sections of the story aloud to the class.

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#### **The Magician’s Quest**

Once a magician from Africa heard amazing tales of a magic lamp. Legend said that the person who had this lamp would be able to have any wish he wanted come true.

The magician had been happy once, because when he was younger it was easy to perform magic. People loved watching his tricks and always gave him a few coins in return. They especially liked when he played a flute and made snakes dance or when he hid a pebble and challenged villagers to find it.

“You’re the greatest magician ever!” they exclaimed.

Recently, though, things had changed. Many people left the village to get jobs in the city. The people who stayed had seen all his tricks, and they had no money to spare. Many nights, the magician and his wife went to bed hungry, because they had no money for food.

One day, the magician stayed in the village from sunrise until sunset.

“Come see the finest tricks in all of Africa!” he called. But the villagers looked away and scurried off without stopping or speaking to the magician. As the magician stood there all day long, he began to think about the lamp and the things he would wish for if he had it.

First he would wish for enough food that his family would never

go hungry. Then he would wish for a new shawl for his wife. She used to have many shawls, but they had torn, and only one remained. It was thin and shabby, and the colors had faded. The magician also imagined how he could use his wishes to help the other people in his village.

That night, after standing in the hot, dusty marketplace all day, the magician went home. He had no food for dinner, because he had earned no money. No one had even said hello to him, although he stood there for hours. His wife looked up as he entered their hut.

“That’s it!” he declared. “I am going to find that lamp, and I am not coming home without it.”



### Check for Understanding

Ask a student to summarize the story in his or her own words.

- Ask students to turn to a partner and each name the thing they liked best about the narrative: the characters, the setting, the things that happened, or the language. Tell students to give a reason for their choice.
  - » Answers may vary, but students should supply a reason for their selection.

### MODELING: COMPLETING A STORY MAP (5 MIN.)

- Distribute Activity Page 2.1, Blank Story Map, and display or project it.
- Explain that the story map is a tool writers can use to plan their work. In this lesson, they will learn how to use a story map by filling in the elements used in “The Magician’s Quest.”
- Introduce the elements of the story map. Students should be familiar from primary instruction with the basic elements (title, setting, character, and plot) listed on the map, but you may wish to review their definitions.
- Ask a student to identify the story’s title. Write it on the map in the appropriate place and have students do the same.
  - » “The Magician’s Quest”

### Activity Page 2.1



- Tell students that you will read the story aloud again and complete the next two sections of the map (*Characters* and *Setting*). You may wish to have students complete their own copies of the map along with you.
- Reread the story and model completing the story map. Make sure to talk through your reasoning as you work. For example, you might read, “*Title*,” then ask a student to identify the title, which you will write in the correct space.

### COMPLETING A STORY MAP (10 MIN.)

- Ask students to complete the remaining sections of the story map independently. For the elements regarding dialogue and concrete words and details, students should respond based on what the story does, since they are not planning their own narratives yet.
- Review student responses.

#### Challenge

Ask students to take a sentence of the story that is not in dialogue and rewrite it in dialogue.

#### Support

Ask students to review the definition of *dialogue*.








#### Access

**Entering/Emerging**  
Preteach “The Magician’s Quest” and review vocabulary terms with heavy support.

**Transitioning/Expanding**  
Preteach “The Magician’s Quest” and review vocabulary terms with moderate support.

**Bridging**  
Preteach “The Magician’s Quest” and review vocabulary terms with light support.

|                                                                                                                                                                                      |                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <b>Title</b><br><i>The Magician’s Quest</i>                                                        |                                                                                                                                                                                                                                    |
|  <b>Character(s)</b><br><i>a magician<br/>his wife</i>                                             |  <b>Setting(s)</b><br><i>Africa and village</i>                                                                                                |
|  <b>Plot</b>                                                                                      | <b>Beginning</b><br><i>A magician used to be very popular and successful. Now he is not and cannot make any money.</i>                                                                                                             |
|                                                                                                                                                                                      | <b>Middle</b><br><i>The magician thinks about all the wishes he would make if he had the lamp.</i> <ul style="list-style-type: none"> <li>• food for family</li> <li>• new shawl for wife</li> <li>• help for villagers</li> </ul> |
|                                                                                                                                                                                      | <div style="text-align: right;"><b>End</b></div> <i>He goes home without any food or money. He sees his wife.</i>                                                                                                                  |
|  <b>Final Thought</b><br><i>The magician decides to find the lamp.</i>                            |                                                                                                                                                                                                                                    |
| <b>Fill in the blank to indicate one place where your narrative will include dialogue:</b><br><i>what people say about the magician’s tricks; what he says to his wife</i>           |                                                                                                                                                                                                                                    |
| <b>Fill in the blank to indicate where your narrative should include concrete words and details to describe character actions, thoughts, or feelings:</b><br><i>the wife’s shawl</i> |                                                                                                                                                                                                                                    |

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**WRAP-UP (3 MIN.)**

- Ask students to turn and talk with a partner about whether or not their feelings about the magician have changed after hearing this new story. If they have changed, students should explain which elements of “The Magician’s Quest” helped them see the magician in a new way.
- If time permits, ask a few students to share their ideas with the whole class.
- Tell students that in the next Writing Studio session, they will start planning their own narratives and learning how writers develop each element in a narrative.

~~~~~End Lesson~~~~~



# Introducing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students collaborate to plan a retelling of a narrative from a different character's perspective. **[W.3.5]**

---

## FORMATIVE ASSESSMENT

**Activity Page 3.1**

**Blank Story Map** Students collaborate to plan a retelling of a narrative from a different character's perspective. **[W.3.5]**

## LESSON AT A GLANCE

|  | Grouping    | Time    | Materials  |
|--|-------------|---------|--|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |  |
| Connections: Perspective                       | Partner     | 3 min.  | ❑ blank story map  |
| Modeling: Planning with Story Maps             | Whole Group | 10 min. | ❑ blank story map  |
| Planning with Story Maps                       | Whole Group | 12 min. | ❑ Activity Page 3.1 for classroom display and individual copies for each student |
| Wrap-Up  | Partners    | 5 min.  |  |

## ADVANCE PREPARATION

- Prepare to project or display the blank story map, available in Teacher Resources as a Blackline Master. You will fill out this map during this lesson and display it again in Lesson 4.
- Prepare to display Activity Page 3.1, Blank Story Map, and to distribute a copy for each student to complete.

## Lesson 3



# Introducing Narrative Writing

**Primary Focus:** Students collaborate to plan a retelling of a narrative from a different character's perspective. [W.3.5]

## CONNECTIONS: PERSPECTIVE (3 MIN.)

- Ask students to review the definition of perspective.
  - » *Perspective* is how someone sees or experiences something. A perspective is a point of view.
- Remind students that in Unit 1, *Classic Tales: The Wind in the Willows*, Lesson 2, they practiced standing in different parts of the classroom to see how their perspective changed depending on where they were standing.
- Explain that a perspective can depend not only on a character's location but also on their values, beliefs, or circumstances.
- Tell students to imagine that they were at a party where the only thing to eat was a chocolate cake with peanut butter frosting. Ask students to think about how each of the following people would react:
  - someone with a peanut allergy
  - someone who is on a diet
  - someone who loves sweets but does not get to eat them often
  - » Answers may vary but could include that the person with a peanut allergy might be frightened because the cake could make him or her sick, people on a diet might be sad because they should not eat the cake, and the person who loves sweets might be excited.
- Explain that when writing, it is important to think about the different perspectives characters in a narrative could have.
- Remind students that in Unit 1, *Classic Tales: The Wind in the Willows*, they practiced rewriting narratives from a new character's perspective. Tell students that in this lesson they will plan how to rewrite part of the Aladdin narrative from a different character's perspective.

## Support

Project a blank story map, which lists narrative elements, and ask student pairs to review the definition of each element and how it functions in a narrative.

## MODELING: PLANNING WITH STORY MAPS (10 MIN.)

- Explain that you want to rewrite the Aladdin story from the princess's perspective.
- Ask students to name what they know about the princess from the stories they have read.
  - » Answers may vary but may include that she sold the magic lamp, she was moved by the genie to Africa, and that when Aladdin arrived in Africa, she greeted him joyfully.
- Ask what else students might want to learn about the princess.
  - » Answers may vary, but they may include what she thought when her father told her she was going to marry Aladdin.
- Explain that you want to write a story that imagines the last chapter of the Aladdin story from the princess's perspective. Because you want to plan your work, you are going to start by filling out a story map.
- Project a blank story map.

### ➤ Blank Story Map

- Use the think-aloud strategy to model using a story map to help you plan a narrative. A sample follows; however, you may feel free to customize it. You may also wish to solicit class input, such as on what the students believe the princess might say in certain situations.






---

I know I want to write a narrative that retells part of the story from the princess's perspective. I think I'll write about how she realized she was not in Persia any longer.

The first element on the map is the title. I think I might call my narrative "The Princess's Perspective," because I want to use the title to indicate what the main event of the story is. When readers see this title, they will know the story is about how the princess felt about things. [Write *The Princess's Perspective* by *Title*.] I know I can change my mind later, but for now I'll write that on the map.

---

- Continue using the think-aloud strategy to complete the story map. If you would like to use the model text, a completed story map follows:

|   |  |
|---|--|
|  <b>Title</b><br><i>The Princess's Perspective</i>   |  |
|  <b>Character(s)</b><br><i>the princess</i><br><i>palace staff</i>   |  <b>Setting(s)</b><br><i>Africa</i>             |
|  <b>Plot</b>   | <b>Beginning</b><br><i>The princess is in the palace and goes outside. She realizes that the palace is not in Persia any more.</i> |
|   | <b>Middle</b><br><i>The princess learns she is in Africa. She cannot find Aladdin. She feels very lonely and scared.</i>           |
|   | <b>End</b><br><i>The princess discovers that some of the palace staff are also in Africa.</i>                                      |
|  <b>Final Thought</b><br><i>The princess and palace staff plot to escape.</i>  |  |
| <b>Fill in the blank to indicate one place where your narrative will include dialogue:</b><br><i>when they plot to escape</i>   |  |
| <b>Fill in the blank to indicate where your narrative should include concrete words and details to describe character actions, thoughts, or feelings:</b><br><i>when the princess realizes she is in Africa</i> |  |



### Check for Understanding

Ask students to suggest ways they might add detail or dialogue to the narrative.

- » Answers may vary but could include suggestions of dialogue, such as when the princess discovers the palace staff. They could also include ideas about more detail concerning Africa.

- Explain that you can use this plan to help you write your narrative. You will do that in the next Writing Studio lesson. Save your completed model map; you will use it again in the next lesson.

## PLANNING WITH STORY MAPS (12 MIN.)

- Tell students that now they will have their own chance to use a story map to work together to plan a narrative that retells the story from another character's perspective. (The example is about the Sultan, but your students may write about any character they wish.) They should use Activity Page 3.1, Blank Story Map, to plan.
- Ask students to name some different characters they might write about.
  - » Answers may vary but could include the Sultan, the genie of the lamp, or the genie from the ring.
- If you are selecting the character students will write about, tell students who it is. If you are allowing students to select the character, take a quick poll or vote to determine it.
- Read the following items aloud, pausing between items to let students discuss briefly in pairs. For each question, students should exchange answers with a partner and give a reason or detail to support their answer.
  - What is the most exciting thing the character experiences in the narrative?
  - What is the most surprising thing the character experiences in the narrative?
  - What does the character care most about?
  - What is the most frightening thing that happens to the character in this narrative?
  - What is the most boring thing that happens to the character in this narrative?
- Display Activity Page 3.1 and distribute a copy of it to each student. Explain that you all will work together to plan how to retell the narrative from a different character's perspective. You will fill out the story map projection as students fill out their individual maps.
- Use the think-aloud strategy to guide students' suggestions about how to complete the map. One sample example appears below, but you should customize your map to reflect your students' suggestions.

### Activity Page 3.1



## Challenge

Ask students to think about how different characters might have a different reaction to events based on what they wanted to happen.



## Access

### Entering/Emerging





Reteach “Aladdin and the Wonderful Lamp, Part III,” and provide heavy support as students work on the story map.

### Transitioning/Expanding

Reteach “Aladdin and the Wonderful Lamp, Part III,” and provide moderate support as students work on the story map.

### Bridging

Reteach “Aladdin and the Wonderful Lamp, Part III,” and provide light support as students work on the story map.

|   |   |
|---|---|
|  <b>Title</b><br><i>The Sultan's Anger</i>   |   |
|  <b>Character(s)</b><br><i>the Sultan<br/>Aladdin<br/>the princess</i>   |  <b>Setting(s)</b><br><i>Persia</i>  |
|  <b>Plot</b>   | <b>Beginning</b><br><i>After marrying Aladdin, the princess disappears.</i>   |
|   | <b>Middle</b><br><i>The Sultan is very worried, because he does not know how a palace can just disappear. He thinks about how much he loves his daughter and promised when she was a child that he would always take care of her.</i> |
|   | <b>End</b><br><i>The Sultan sends all his advisors to look for the princess. He disguises himself as a villager and goes to look for her.</i>   |
|  <b>Final Thought</b><br><i>The Sultan vows not to stop looking until he finds his daughter.</i>                                   |   |
| <b>Fill in the blank to indicate one place where your narrative will include dialogue:</b><br><i>when the Sultan disguises himself and talks to villagers</i>   |   |
| <b>Fill in the blank to indicate where your narrative should include concrete words and details to describe character actions, thoughts, or feelings:</b><br><i>when the Sultan speaks to people in the village</i> |   |

## WRAP-UP (5 MIN.)

- Tell students that in the next Writing Studio lesson they will use the story map to help them write a class narrative retelling the story from another character's perspective.
- Explain that the map offers an outline of important parts of a story, but it does not include all the details. Tell students that in the next class they will work together to write their class narrative.

- Tell students that as a way to think about how their character might react to the narrative's event, they should discuss the following things with a partner:
  - What might this character feel about the events in the narrative?
  - How would this character behave in response to the events in this story?
  - What would the character say to Aladdin, the princess, or other characters in the narrative?
  - What would the character think about what happens in the narrative?
- If time permits, allow students to share their ideas with the class. You may also wish to note these details to incorporate into the narrative you will draft in the next lesson.

---

End Lesson



## 4

# Introducing Narrative Writing

**PRIMARY FOCUS OF LESSON**

Students collaborate to write a retelling of a narrative from a different character's perspective. [W.3.3]

**FORMATIVE ASSESSMENT****Activity Page 4.1**

**Drafting Paper** Students collaborate to write a retelling of a narrative from a different character's perspective. [W.3.3]

## LESSON AT A GLANCE

|  | Grouping    | Time    | Materials  |
|--|-------------|---------|--|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |  |
| Connections: In Review                         | Whole Group | 2 min.  |  |
| Modeling: Writing a Narrative                  | Whole Group | 10 min. |  |
| Writing a Narrative                            | Whole Group | 13 min. | <input type="checkbox"/> Activity Page 3.1<br><input type="checkbox"/> Activity Page 4.1 |
| Wrap-Up  | Small Group | 5 min.  |  |

## ADVANCE PREPARATION

- Prepare to project the two story maps you completed in the previous class: one from the Modeling activity and another, Activity Page 3.1, from the Planning with Story Maps activity.
- Prepare to compose the Modeling activity draft on a projection for the class or on chart paper.
- Prepare Activity Page 4.1 (blank drafting paper, available as a Blackline Master) or word processors (optional) for students to use in the Writing a Narrative activity.

### Universal Access

- Prepare a list of the five senses (smell, sight, touch, taste, hearing) and images of people using them to support students in adding detail to their writing.

## Lesson 4

# Introducing Narrative Writing



**Primary Focus:** Students collaborate to write a retelling of a narrative from a different character's perspective. [W.3.3]

## CONNECTIONS: IN REVIEW (2 MIN.)

- Ask a student to describe the work completed in the previous class.
  - » Students saw a model for a planned narrative about the princess's version of the Aladdin story. Students also planned a class narrative about another character's perspective of the story.

## MODELING: WRITING A NARRATIVE (10 MIN.)

- Display the story map you prepared in the previous class.
- Use the think-aloud strategy to demonstrate writing a story based on the map. (An example story appears below, but you may customize this as needed for your class.)
- As you talk, compose your narrative draft on the displayed chart paper or on a projection as students observe.

Now that I've planned my narrative, it's time to start writing.

First, a narrative needs a title. I know from my map that I want to call my story "The Princess's Perspective." [Add *The Princess's Perspective* to the top of your document.]

Next, a narrative needs an introduction that sets up the situation in the plot, or what will happen in the story. I want to explain what the princess has been doing before she learns she is not in Persia anymore. [Write *One afternoon the princess was resting at the palace after a long day.* on your paper.] That's the main beginning, but maybe I should add more detail about what the princess's day has been like. That will help explain the

plot, or what will happen next. [Write *She was tired, because she had been at the market all morning. She bought fresh fruit and flowers to decorate the palace. She also traded an old, dirty lamp for a shiny new one.*] I know, too, that I want to make sure to add descriptions of how the princess felt or what she thought about the events of the day. [Write *The princess knew Aladdin would be pleased with her work.* to complete the paragraph.]

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- Use the think-aloud strategy to complete the remaining parts of the narrative draft.
  - Optional: you may wish to illustrate how you are writing the dialogue, explaining proper use of quotation marks and other punctuation for dialogue. You may also wish to highlight how your narrative incorporates other important elements of writing (which students have encountered in previous instruction), such as using the word *because* to show transition between reasons and evidence.
  - Tell students that now that you have written your story, you want to read it all the way through to hear how it sounds.
  - Read your narrative aloud. Alternatively, you may wish to invite two students to read the part of the characters. (A sample appears below.)
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### **The Princess's Perspective**

One afternoon the princess was resting at the palace after a long day. She was tired, because she had been at the market all morning. She bought fresh fruit and flowers to decorate the palace. She also traded an old, dirty lamp for a shiny new one. The princess knew Aladdin would be pleased with her work.

As the sun started to set, the princess decided to go wait at the palace gates for Aladdin. She walked down the long hallway, thinking about all the things she wanted to tell him about her day.

The princess felt a raindrop when she stepped outside into the palace grounds. She looked to the sky, surprised. It was not the rainy season!

As she opened the palace gate, the princess gasped.

“What? This is not home!” she exclaimed. She looked around. Nothing was as she expected. Instead of seeing the mountains of Persia, she saw a flat plain stretching out before her. She turned and ran back into the house.

“Aladdin! Aladdin!” she screamed, but he did not answer. She felt very scared and lonely. She looked down and saw her hands start to shake. She ran through the palace’s rooms, looking frantically for someone to help her. At last she heard a voice.

“Your majesty,” the palace butler said, “I am here. Do not worry.”

The princess had always liked the butler, because he had worked for her father the Sultan since she was a little girl. The butler explained that he had come to make sure she was safe.

“We are in Africa,” he said. “One of the gardeners spoke to some people outside the gates, and they told us. I do not know how we got here, but I promise your majesty that I will get you home safely.”

The princess felt her hands stop shaking so violently. She was still scared, but she felt comforted by the butler.

“I trust you,” she said, “because you were one of my father’s most loyal servants. Now let’s figure out how to get home.” Together the princess and the butler began plotting their escape.

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- Ask students to name some details the narrative includes about how the princess felt or what she thought.
    - » Answers may vary but could include that the princess’s shaking hands show how she felt scared.

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### **WRITING A NARRATIVE (13 MIN.)**

- Tell students that now they will use Activity Page 3.1, the story map completed in the previous class, to work together to write a narrative that explains a different character’s perspective.
- Display the map completed in the previous class and ask each student to get out his or her copy of the map.

- Review the map aloud with students.



### Check for Understanding

Ask students to explain each element of a narrative as you review the story map.

- Go through the story map element by element, asking students to speak with a partner about each element. Then have volunteers suggest possible sentences to represent each part. Use these suggestions to draft a class story. A sample introductory text follows.

Okay, I know that you all decided to write about the Sultan's perspective, and we started planning that in the last class. Now turn and tell one of your classmates one feeling the Sultan might have about the princess's disappearance. Make sure to give some details about them. [Allow a short time for students to speak in pairs.] Raise your hand silently if you'd like to suggest a sentence that describes this situation. [Call on a few students to gather suggestions, then incorporate some of them into the writing as you draft.]

- As you write, you may choose to have students also draft the narrative on their own Activity Page 4.1 or a word processor.
- Make sure to read the narrative aloud at the end of the drafting process.
- Ask students to review the narrative's elements against the map to make sure the narrative includes each part of the map.

### WRAP-UP (5 MIN.)

- Have students work in small groups to add more description and detail to part of the text.
- Have each group share its ideas aloud. If time permits, you may edit the narrative to incorporate their suggestions.

End Lesson

### Activity Page 4.1



### Challenge

Ask students to personalize their work by adding a new scene to the narrative. For example, students might write about how the Sultan feels when the princess returns.

### Support

Ask students to paraphrase the notes from the story map into sentences when speaking to a peer.



### Access

#### Entering/Emerging

Have students discuss with a teacher or peer how to use the five senses (smell, touch, sight, taste, hearing) to add more detail to the narrative.

#### Transitioning/Expanding

Have students discuss in small groups how to use the five senses to add more detail to the narrative.

#### Bridging

Have students consider how to use the five senses to add more detail to the narrative.

## 5

# Introducing Narrative Writing

**PRIMARY FOCUS OF LESSON**

Students generate ideas for an alternate ending for a narrative they have read. [W.3.8]

**FORMATIVE ASSESSMENT****Activity Page 5.1**

**Alternate Endings** Students generate ideas for an alternate ending for a narrative they have read. [W.3.8]

## LESSON AT A GLANCE

|   | Grouping    | Time    | Materials   |
|---|-------------|---------|---|
| <b>Introducing Narrative Writing (30 min.)</b>  |             |         |   |
| Connections: A Different Ending                 | Whole Group | 5 min.  | <input type="checkbox"/> Narrative Writing Prompt   |
| Modeling: Gathering Information for a Narrative | Whole Group | 5 min.  | <input type="checkbox"/> Activity Page 5.1  |
| Gathering Information for a Narrative           | Small Group | 17 min. | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Student Readers for Unit 1, <i>Classic Tales: The Wind In The Willows</i> (optional) |
| Wrap-Up   | Small Group | 3 min.  |   |

## ADVANCE PREPARATION

- This lesson draws on content from Unit 1, *Classic Tales: The Wind in the Willows*. Please consult the pacing guide to ensure that students have completed the appropriate lessons in that unit before starting this lesson. If students need review, you may direct them to the relevant passage from their Student Readers.
- Prepare to distribute the Narrative Writing Prompt to each student and to display or project a copy of it.
- Prepare to distribute Student Readers for Unit 1, *Classic Tales: The Wind in the Willows*. (optional)
- Prepare to display Activity Page 5.1 and to distribute a copy of it to each student.
- Prepare to arrange students in small groups.



## Lesson 5



# Introducing Narrative Writing

**Primary Focus:** Students generate ideas for an alternate ending for a narrative they have read. **[W.3.8]**

## CONNECTIONS: A DIFFERENT ENDING (5 MIN.)

- Ask students to review the ending of “Aladdin and the Wonderful Lamp.”
  - » The palace is lifted up from Africa and returned to Persia. The next day, the Sultan sees the palace and throws a long celebration. Aladdin and the princess live in peace, pleasure, and safety, and Aladdin eventually becomes the Sultan.
- Tell students that they will write alternate endings to the story.
- Display the Narrative Writing Prompt and distribute a copy to each student.

### ➤ Narrative Writing Prompt

Write an alternate ending to “Aladdin and the Wonderful Lamp” by imagining what would happen if the magician followed Aladdin and the princess back to Persia. What would he say or do? What would Aladdin and the princess do to protect themselves from his magic?

Make sure to incorporate dialogue and good descriptive details and to include all the elements of a narrative in your story.

- Review the writing prompt and explain that students will work on researching, planning, drafting, and revising this narrative over the next several lessons.



### Check for Understanding

Ask students to take turns explaining the prompt to a partner. Ask one or two students to paraphrase the prompt for the class.

## MODELING: GATHERING INFORMATION FOR A NARRATIVE (5 MIN.)

- Explain that students will work together to gather information to use in their narratives.
- Before students start working in their groups, explain that the author of “The Princess’s Perspective” took notes on the story before writing that narrative.
- Display “Model: Alternate Endings” and review elements of it to show how it helped the writer think about what might happen in the new ending. Remind students that they will need to imagine some things a character is likely to feel, say, do, or experience at a particular event.

### ➤ Model: Alternate Endings

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Answer the following questions to help you think about what might happen if the narrative ended differently.

1. What is the main point of the ending now, before you rewrite it?
    - » to show that Aladdin got the princess and the palace back to Persia
  2. What will be the main point of the alternate ending?
    - » to show how the princess and her staff realize they are in Africa and what it was like from the princess’s perspective
  3. How will these characters act? What do they do that is different from the original?
    - » The original doesn’t explain how they learned where they were; it just shows Aladdin’s perspective. This ending shows that the princess has a perspective, too.
  4. Who is the main character of the alternate ending?
    - » the princess
  5. Who else is involved in the alternate ending?
    - » the butler
  6. How does this alternate ending end?
    - » They plot to return home.
  7. What will you title the alternate ending?
    - » The Princess’s Perspective
  8. List any other interesting ideas about the alternate ending’s main character, plot, or other elements in the space that follows.
    - » The princess feels scared. She wants Aladdin to help her, but he is not there.
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## Activity Page 5.1



### Challenge

Ask students to consider how different characters might respond to the events in the narrative differently.

### Support

Refer students to the Student Reader for Unit 1, *Classic Tales: The Wind in the Willows*, for additional review on the magician and other characters.

## GATHERING INFORMATION FOR A NARRATIVE (17 MIN.)

- Prepare to display Activity Page 5.1 and to distribute a copy of it to each student.
- You may wish to allow students to consult the Student Readers from Unit 1, *Classic Tales: The Wind in the Willows*, to gather information on the narrative and its characters.
- Guide students through the process of answering the questions. You may ask each question, pause for students to write their answers, then move to the next question. If desired, you may allow students to answer these questions in groups.
- Circulate among groups and offer input as needed.
- Review answers with the class as time permits. Although answers may vary based on class suggestions, sample answers follow.

### Alternate Endings

Answer the following questions to help you think about what might happen if the narrative ended differently.

1. What is the main point of the ending now, before you rewrite it?
  - » Aladdin and the princess defeat the magician and live happily ever after in Persia.
2. What will be the main point of the alternate ending?
  - » The magician follows them back to Persia, and they have to protect themselves from him again.
3. How will these characters act? What do they do that is different from the original?
  - » The magician doesn't trust the princess and casts a spell to protect himself at her dinner. He hides out in the palace and goes back to Persia, where he tries to torment them.
4. Who is the main character of the alternate ending?
  - » the magician
5. Who else is involved in the alternate ending?
  - » the princess, Aladdin, the Sultan
6. How does this alternate ending end?
  - » The Sultan throws the magician in the dungeon.

7. What will you title the alternate ending?
    - » The Palace Paralyzed
  8. List any other interesting ideas about the alternate ending's main character, plot, or other elements in the space that follows.
    - » Add details about where the magician hides in the palace.
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### WRAP-UP (3 MIN.)

- Ask students to discuss in pairs what might stand out the most to Aladdin and the princess in this scene.
- Tell students that in the next lesson they will use this information to plan their narratives.

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End Lesson



### Access

#### Entering/Emerging

Reteach the Aladdin narrative from Unit 1, *Classic Tales: The Wind in the Willows*, offering heavy support as students summarize the text's key information.

#### Transitioning/Expanding

Reteach the Aladdin narrative from Unit 1, *Classic Tales: The Wind in the Willows*, offering moderate support as students summarize the text's key information.

#### Bridging

Reteach the Aladdin narrative from Unit 1, *Classic Tales: The Wind in the Willows*, offering light support as students summarize the text's key information.

# Introducing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students work collaboratively to plan an alternate ending for a narrative they have read. **[W.3.5]**

## FORMATIVE ASSESSMENT

**Activity Page 6.1**

**Blank Story Map** Students work collaboratively to plan an alternate ending for a narrative they have read. **[W.3.5]**

## LESSON AT A GLANCE

|  | Grouping    | Time    | Materials   |
|--|-------------|---------|---|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |   |
| Connections                                    | Partner     | 4 min.  | <input type="checkbox"/> Activity Page 5.1  |
| Modeling: Planning a Narrative                 | Whole Group | 5 min.  | <input type="checkbox"/> Activity Page 3.1  |
| Planning A Narrative                           | Small Group | 18 min. | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Narrative Writing Prompt<br><input type="checkbox"/> Activity Page 6.1 |
| Wrap-Up  | Partner     | 3 min.  | <input type="checkbox"/> Activity Page 6.1  |

## ADVANCE PREPARATION

- Prepare to display a completed copy of Activity Page 3.1 during the Modeling activity.
- Prepare to distribute copies of Activity Page 6.1 to each student.
- Prepare to arrange students in small groups.
- Make sure each student has Activity Page 5.1, completed in the previous lesson, and the Narrative Writing Prompt, distributed in the previous lesson.

### Universal Access

- Prepare sentence frames/starters to guide students' thinking about the perspective of different characters.
  - The magician would trick them by \_\_\_\_\_.
  - The princess would feel \_\_\_\_\_.
  - The magician would be defeated by \_\_\_\_\_.
  - My scene is different from the original because \_\_\_\_\_.

## Lesson 6



# Introducing Narrative Writing

**Primary Focus:** Students work collaboratively to plan an alternate ending for a narrative they have read. **[W.3.5]**

## CONNECTIONS (4 MIN.)

- Make sure students have Activity Page 5.1, which they completed in the previous lesson.
- Ask students to describe to a partner the information they gathered on Activity Page 5.1.

## MODELING: PLANNING A NARRATIVE (5 MIN.)

- Remind students that they have already practiced using story maps to plan their work.



### Check for Understanding

Display a completed copy of Activity Page 3.1 and ask several students to explain its components.

- Continue illustrating as needed with different components of Activity Page 3.1.






## PLANNING A NARRATIVE (18 MIN)

- Have students work to plan their narratives following the model illustrated. Suggested times for students to spend on each section follow; however, you may allocate the time as best suits your students' needs.
  - Title, characters, setting: 2 min.
  - Plot: 12 min. (4 min. each on beginning, middle, and end)

### Activity Page 6.1



- Final Thought: 2 min.
- Fill in blanks: 2 min.
- As students work, circulate and check in with each group's progress. For reference, a sample completed story map follows.

|   |   |
|---|---|
|  <b>Title</b><br><i>The Palace Paralyzed</i>   |   |
|  <b>Character(s)</b><br><i>Aladdin<br/>princess</i>  |  <b>Setting(s)</b><br><i>the palace</i>  |
|  <b>Plot</b>   | <b>Beginning</b><br><i>The magician's magic protects him from the poison. Aladdin wishes for the palace to move back to Persia. The magician follows them.</i>      |
|   | <b>Middle</b><br><i>Without the lamp, the magician can't move the palace again. He uses his magic to cast a spell on the palace so no one can go in or out.</i>     |
|   | <b>End</b><br><i>The Sultan hires his own magicians to defeat the African magician. He throws the magician into the dungeon and saves Aladdin and the princess.</i> |
|  <b>Final Thought</b><br><i>They lived happily ever after.</i>   |   |
| <b>Fill in the blank to indicate one place where your narrative will include dialogue:</b><br><i>The magician curses the palace.</i>  |   |
| <b>Fill in the blank to indicate where your narrative should include concrete words and details to describe character actions, thoughts, or feelings:</b><br><i>the magician hides in the palace, the Sultan reunites with Aladdin and the princess</i> |   |

## WRAP-UP (3 MIN.)

- Have students partner with a student from a different group and summarize his or her group's story map.
- Tell students that in the next lesson, they will start drafting their stories.

End Lesson

## Challenge

Challenge students to add another character or plot development to their scene.

## Support

Ask how different characters, such as the Sultan, magician, or princess, might react to the events in the scene. Guide students in thinking about how this could lead to plot points.



## Access

### Entering/Emerging

Provide sentence frames or starters to help students participate in 1:1 conversations about the alternate scene.

### Transitioning/Expanding

Provide sentence frames or starters to help students participate in small group conversations about the alternate scene.

### Bridging

Provide sentence frames or starters to help students think about the alternate scene.



## 7

# Introducing Narrative Writing

**PRIMARY FOCUS OF LESSON**

Students draft an alternate ending for a narrative they have read. [W.3.3, W.3.3a, W.3.3d]

**FORMATIVE ASSESSMENT**

Activity Page 7.1

**Drafting Paper** Students draft an alternate ending for a narrative they have read. [W.3.3, W.3.3a, W.3.3d]

## LESSON AT A GLANCE

|  | Grouping    | Time    | Materials  |
|--|-------------|---------|--|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |  |
| Connections: Narrative Elements                | Whole Group | 2 min.  |  |
| Modeling: Drafting Narratives                  | Whole Group | 7 min.  | <input type="checkbox"/> Completed Story Map for "The Princess's Perspective"<br><input type="checkbox"/> "The Princess's Perspective" |
| Drafting Narratives                            | Independent | 18 min. | <input type="checkbox"/> Activity Page 7.1<br><input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> Activity Page 5.1 |
| Wrap-Up  | Partner     | 3 min.  |  |

## ADVANCE PREPARATION

- Prepare to display completed story map for "The Princess's Perspective," which was completed in Lesson 3, and the text of "The Princess's Perspective," which was completed in Lesson 4.
- Prepare to distribute Activity Page 7.1 (drafting paper, available as a Blackline Master) or word processors (optional).
- Make sure students have their completed Activity Page 6.1 and Activity Page 5.1 from previous lessons.
- Prepare to arrange students in pairs from the small groups they worked with in planning their narratives.

## Lesson 7

# Introducing Narrative Writing



**Primary Focus:** Students draft an alternate ending for a narrative they have read.  
[W.3.3, W.3.3a, W.3.3d]

## CONNECTIONS: NARRATIVE ELEMENTS (2 MIN.)

- Tell students that in this lesson they will start drafting their alternate endings for the Aladdin narrative.



### Check for Understanding

Ask students to explain the elements necessary in a narrative.

- » Narratives should include characters who experience and react to a series of events (the plot). Narratives should include good description, and they may also include some dialogue and careful pacing.

## MODELING: DRAFTING NARRATIVES (7 MIN.)

- Tell students that in this lesson, they will focus on drafting their narratives.
- Explain that one way to do this is to start by writing out the whole story from start to finish, then using another time period to improve the draft. This is the approach students will use with their narratives.
- Remind students that their narrative drafts should introduce the characters and explain the story's events in a logical order or sequence. They should make sure to have a sense of closure in their scene.
- Ask students what tools they already have to help them draft.
  - » Students will use the completed story map, Activity Page 6.1, and the notes they took on the new scene, Activity Page 5.1, to help them draft their narratives.

- Display the completed story map for “The Princess’s Perspective,” which was completed in Lesson 3, and the text of “The Princess’s Perspective,” which was completed in Lesson 4.
- Pick a section of the story map and review how to draft sentences from notes. If time permits, you may allow students to volunteer to review additional sections.

### DRAFTING NARRATIVES (18 MIN.)

- Distribute Activity Page 7.1, which each student will use to record his or her draft.
- Ensure that students have Activity Pages 5.1 and 6.1, on which they took notes and planned their narratives in previous lessons.
- Direct students through drafting the following components of their narratives. Suggested times follow, but you may customize these according to your class’s needs.
  - Title: 1 min.
  - Beginning of narrative, including connecting to the parts of the story that have already happened: 6 min.
  - Middle of narrative: 5 min.
  - End of narrative, including final thought: 6 min.

A sample narrative is included in Lesson 8.

### WRAP-UP (3 MIN.)

- Have students exchange papers with a student who was in their planning group. Students should read each other’s narratives and discuss similarities and differences between them.
- Tell students that in the next lesson they will continue drafting their narratives, and they will get to add more words to create good descriptions and show pacing.

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End Lesson

### Activity Page 7.1



### Challenge

Ask students to describe why they have sequenced their narrative’s events in the order selected. Challenge them to try a different order.

### Support

Guide students in drafting complete sentences and paragraphs from the notes on their story map.



### Access

#### Entering/Emerging

In a preteaching session, have students narrate the events on their story maps to a peer or teacher.

#### Transitioning/Expanding

In a preteaching session, have students narrate the events on their story maps to a small group.

#### Bridging

In a preteaching session, have students narrate the events on their story maps to others.

# Introducing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students continue drafting the alternate ending for a narrative they have read.  
[W.3.3, W.3.3b, W.3.3c]

## FORMATIVE ASSESSMENT

Activity Page 7.1

**Drafting Paper** Students continue drafting the alternate ending for a narrative they have read. [W.3.3, W.3.3b, W.3.3c]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing Narrative Writing (30 min.)</b>			
Connections: The Best Words	Whole Group	5 min.	
Modeling: Revision	Whole Group	10 min.	❏ Sample Paragraph
Revision	Independent	13 min.	❏ Activity Page 7.1
Wrap-Up	Partner	2 min.	

## ADVANCE PREPARATION

- Prepare to display the following sentences:
  - The princess knew Aladdin would be pleased with her work.
  - She bought fresh fruit and flowers to decorate the palace.
  - She also traded an old, dirty lamp for a shiny new one.

### Universal Access

- Prepare a temporal word list with the following terms:
  - first
  - next
  - last
  - finally

## Lesson 8

# Introducing Narrative Writing



**Primary Focus:** Students continue drafting the alternate ending for a narrative they have read. [W.3.3, W.3.3b, W.3.3c]

**CONNECTIONS: THE BEST WORDS (5 MIN.)**

- Display the following sentences:
  - The princess knew Aladdin would be pleased with her work.
  - She bought fresh fruit and flowers to decorate the palace.
  - She also traded an old, dirty lamp for a shiny new one.
- Ask student volunteers to read each sentence aloud.
- Ask students to suggest words they might use to revise each sentence to show the order of these events or how they are connected.
  - » Answers may vary, but a sample follows.

First she bought fresh fruit and flowers to decorate the palace. Next she traded an old, dirty lamp for a shiny new one. At last the princess knew Aladdin would be pleased with her work.
- Explain that it can be helpful to use words or phrases to show readers the order of events in a narrative.

**MODELING: REVISION (10 MIN.)**

- Tell students that in this lesson, they will revise their narratives to make sure they include words that do two important things: show the order or sequence of events and add details to describe events specifically.
- Display sample paragraph from “The Princess’s Perspective” and read it aloud.

**➤ Sample Paragraph**

“What? This is not home!” she exclaimed. She looked around. Nothing was as she expected. Instead of seeing the mountains of Persia, she saw a flat plain stretching out before her. She turned and ran back into the house.

- Explain that you want to add a word to show the order of events in the paragraph.
- Add *Finally* before *She turned*, making sure to change *She* to *she*. Explain that this helps signal to readers that this was the last thing the princess did in this paragraph.
- Ask students to suggest a word or phrase they might add to the paragraph's final sentence to show the order of events.
  - » Answers may vary, but they could include adding *first* before *She looked around*.
- Explain that it is also useful to add good descriptive words to writing. For example, you could add more about what the princess saw.
- Add the sentence *In the distance she saw a lion, which she had never seen in Persia.* before *She turned and ran back into the house*. You may wish to add additional descriptions if time permits.



### Check for Understanding

Ask students to name additional areas in the sample paragraph where they could add specific words.

- » Answers may vary but could include naming some additional animals that live in Africa.

## REVISION (13 MIN.)

- Make sure students have Activity Page 7.1, on which they drafted their narratives in the previous lesson.
- Guide students through the process of revising their narratives to add in temporal words or phrases and to add words for more specific, precise descriptions. Suggested times follow, but you may customize these according to your class's needs.
  - Temporal words and phrases: 7 min.
  - Descriptive words: 6 min.

### Activity Page 7.1





A sample narrative follows.

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### **The Palace Paralyzed**

One night, the princess invited the magician to dinner at the palace. She pretended that she had forgiven him for moving the palace to Africa.

"I know we were enemies," she said, "but you're one of the only people I know here. Please come let me make you some of my favorite foods."

The magician agreed, but he was nervous. He didn't know if he could trust the princess, so he used his magic to make sure he could not be harmed within the palace walls. At dinner, the princess gave the magician a poisoned drink. She thought he died, but thanks to his magic, he only fell into a deep, deep sleep.

Once the magician was asleep, Aladdin wished the palace back to Persia. When the magician woke up, he realized what had happened. First, he felt angry that the princess would try to poison him. Then he used his magic to paralyze the palace, making it so that no one could go in or out of it. Finally, he decided to hide so no one would discover him in the palace. He found a closet in the farthest wing of the palace, and he curled up in it, hiding behind the many robes.

Aladdin and the princess were delighted to see the Sultan again. The morning after their return to Persia, they woke up early to go greet him. When they got to the palace gates, though, they were stuck closed. First they called the butler for help. Next they called the palace's strongest man. Finally they called all the men in the palace, hoping that together they could open the gates. But no one could open the gates.

Suddenly the Sultan appeared outside the gates.

“Daughter! Aladdin!” he cried. “I am so happy that you have returned. Open the gates so that I might greet you with a hug.”

The princess and Aladdin explained what had happened. They told the Sultan that the magician must have cursed them even after his death. The Sultan called the greatest magicians from all of Persia to gather at the palace gates and help. They explained that the magician must still be alive, because a paralyzing spell such as this one could only be made from inside the palace.

The Sultan’s magicians worked together for several long days, but they finally developed magic strong enough to break the spell. Once the palace gates opened, the Sultan sent in all his army, and eventually they found the magician hiding in the closet. The Sultan threw him in the dungeon so that he would never be able to hide again, and Aladdin and the princess lived happily together for the rest of their lives.

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### WRAP-UP (2 MIN.)

- Ask students to turn and talk with a peer about one improvement they made in their work.
- Tell students they will learn more about narratives in a future lesson.
- You may wish to collect student work and evaluate using the *Third Grade Writing Rubric: Narrative Writing*, available in Teacher Resources.

---

End Lesson

### Challenge

Have students identify several possible revision options (for example, more than one descriptive word for a particular sentence), then write a sentence explaining why they selected one over another.

### Support

Allow student pairs to collaborate on revision suggestions.



### Access

#### Entering/Emerging

Preteach temporal words. Offer heavy support and ask questions based on the five senses (How does this sound/feel/look/taste/smell?) to guide students in adding descriptive words to their narratives.

#### Transitioning/Expanding

Preteach temporal words. Offer moderate support and ask questions based on the five senses as students add description to their narratives.

#### Bridging

Preteach temporal words. Offer light support and ask questions based on the five senses as students add description to their narratives.



Writing Studio 2

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# Introducing Opinion Writing

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# Introducing Opinion Writing

## PRIMARY FOCUS OF LESSON

Students write an essay that expresses their opinion about the best animal to have as a class pet. [W.3.1]

## FORMATIVE ASSESSMENT

### Activity Page 1.1

**The Best Class Pet** Students write an essay that expresses their opinion about the best animal to have as a class pet. [W.3.1]



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing Opinion Writing (30 min.)</b>			
Connections: Opinions	Partner	5 min.	
Introduce the Prompt	Whole Group	5 min.	□ Writing Prompt for Activity 1.1
Opinion Pre-Assessment	Independent	15 min.	□ Activity Page 1.1
Wrap-Up	Whole Group	5 min.	

## ADVANCE PREPARATION

- Prepare the writing prompt for display, either copying it onto chart paper or planning to project it. See Writing Prompt for Activity Page 1.1 in Teacher Resources.
- Prepare copies of Activity Page 1.1 to distribute to each student for the Opinion Pre-Assessment activity.
- Prepare the rubric for grading the pre-assessments. See *Third Grade Writing Rubric: Opinion Writing* in Teacher Resources. You will retain the pre-assessment to compare with the final informative writing activity in Unit 5, *Opinion Writing Part 2*.

### Universal Access

- Prepare sentence starters to help students think about possible responses to the prompt.
  - One thing that is great about this animal is . . .
  - This animal would make a good classroom pet because . . .
  - When school is out, this animal would . . .

## Lesson 1

# Introducing Opinion Writing



**Primary Focus:** Students write an essay that expresses their opinion about the best animal to have as a class pet. [W.3.1]

## CONNECTIONS: OPINIONS (5 MIN.)

- Ask a student to explain what an opinion is.
  - » An opinion is a belief or preference. For example, one person's opinion might be that cats make the best pets. Another person's opinion might be that dogs are best.
- As you read each item from the following list, allow a few seconds for students to turn and talk to a partner about their opinion.
  - your favorite mythical creature
  - the best fairy tale
  - the most fun field trip
  - the worst snack

## INTRODUCE THE PROMPT (5 MIN.)

- Tell students that in this lesson they will write essays about the best school subject.
- Display the Writing Prompt for Activity Page 1.1 and read it aloud to students, repeating as necessary.

### ➤ Writing Prompt for Activity Page 1.1

Write an opinion essay in which you explain which animal would make the best class pet. You may write about animals you have learned about in school or other animals. No matter which animal you pick, make sure to provide the reasons for your choice.

## Support

Model the exercise for the class, explaining that when someone identifies their favorite, they are stating their opinion. Review statements of fact and statements of opinion.

## Challenge

Have students use specific words and phrases (*I think*, *I believe*, etc.) to show that they are stating an opinion.



### Access

#### Entering/Emerging

Review the prompt and use sentence frames or starters, offering heavy support, to help students think about different animals before they begin writing.

#### Transitioning/Expanding

Review the prompt and use sentence frames or starters, offering moderate support, to help students think about different animals before they begin writing.

#### Bridging

Review the prompt and use sentence frames or starters, offering light support, to help students think about different animals before they begin writing.

### Activity Page 1.1



### Check for Understanding

Ask a volunteer to explain the prompt in his or her own words.

### OPINION PRE-ASSESSMENT (15 MIN.)

- Distribute Activity Page 1.1.
- Tell students to write an essay in response to the prompt.
- Remind students that they should write as complete an essay as possible in the time they have.

**Note:** If students finish before time elapses, you may allow them to work silently on something else. Since this is a pre-assessment, students may stop writing when they decide they are finished with the task or when fifteen minutes have elapsed. Subsequent lessons in this unit and in the entire Writing Studio program will help build students' ability to write for longer periods of time.

- As students complete their work, collect their essays. You will use the *Third Grade Writing Rubric: Opinion Writing* to assess their work. You should save their pre-assessment to compare it to their final informative writing activity, which they will complete in Writing Studio Unit 5, Lesson 8.

### WRAP-UP (5 MIN.)

- Ask students to raise their hands silently if their opinion essay
  - identifies the animal that would make the best class pet.
  - includes a reason for their opinion.
  - includes three or more reasons for their opinion.
  - includes a title.
- If time permits, ask students to tell a partner the animal about which they wrote and to give a reason for their choice.
- Tell students that in the next Writing Studio session, they will spend more time thinking about and learning how to write opinion essays.

End Lesson

# Introducing Opinion Writing

## PRIMARY FOCUS OF LESSON

Students identify and describe the purpose and components of an opinion text. **[W.3.1]**

## FORMATIVE ASSESSMENT

**Activity Page 2.1**

**Blank Opinion Essay Map** Students identify and describe the purpose and components of an opinion text. **[W.3.1]**

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing Opinion Writing (30 min.)</b>			
Connections: Fact or Opinion?	Whole Group	5 min.	
Read-Aloud: "Afloat in the Amazon"	Whole Group	5 min.	
Modeling: Completing an Opinion Essay Map	Whole Group	7 min.	☐ Activity Page 2.1
Completing an Opinion Essay Map	Independent	8 min.	☐ Activity Page 2.1
Wrap-Up	Partner	5 min.	

## ADVANCE PREPARATION

- Prepare to display Activity Page 2.1 (Blank Opinion Essay Map, available as a Blackline Master in Teacher Resources) and to distribute a copy to each student.

### Universal Access

- Prepare a list of the following judgment words for preteaching:
  - best
  - favorite
  - worst
  - greatest
- Prepare additional statements of fact and statements of opinion for review.
  - Kenneth Grahame wrote *The Wind in the Willows*. (fact)
  - My favorite character is Toad. (opinion)
  - The best thing about my street is that people are so friendly. (opinion)
  - People from many different countries live on my street. (fact)
  - The rainforest is the most interesting animal habitat. (opinion)
  - My librarian gave me a book about animal habitats. (fact)
  - The Gulf Coast has the best beaches. (opinion)
  - California has beaches. (fact)

## Lesson 2

# Introducing Opinion Writing



**Primary Focus:** Students identify and describe the purpose and components of an opinion text. [W.3.1]

**CONNECTIONS: FACT OR OPINION? (5 MIN.)**

- Ask students to define *opinion*.
  - » An opinion is a belief or preference about something.
- Ask a student to explain how an opinion is different from a fact.
  - » Answers may vary, but students should understand that an opinion is a belief or preference. For example, one person's opinion might be that tigers are the best animals. Another person's opinion might be that penguins are best. A fact is something that can be proven. Examples of facts are that tigers are mammals and penguins are birds.
- As you read each item from the following list, have students use their arms to indicate silently whether the statement is a fact or an opinion.

Students may join their hands over their heads to form an 'O' for opinions. They may hold their hands up to their right and parallel to each other to form an 'F' for facts. Alternatively, you may wish to assign a side of the room to facts and another to opinions, then have students move to the appropriate side to indicate the nature of each statement.

- The best habitat is the savannah. (opinion)
- A habitat is a place where animals and plants live. (fact)
- A memory is a thought about something that happened in the past. (fact)
- My best memory is of the class field trip to the zoo. (opinion)
- Some people go visit relatives on spring vacation. (fact)
- My favorite thing to do on spring vacation is have a sleepover with my cousins. (opinion)
- The summer Olympics are better than the winter Olympics. (opinion)
- The 100-meter dash is an event at the Olympics. (fact)
- My teacher's favorite subject is spelling. (fact)
- Music is the best subject. (opinion)

## Support

Explain how facts are proven with objective information or data (e.g., times, dates, statistics).

Contrast that with the subjective reasons on which opinions are based (e.g., personal taste, experience, or beliefs).

- Pause to clarify as needed. For example, students may be tricked by the factual statement *My teacher's favorite subject is spelling*. Explain that this is a factual statement about a teacher's opinion. Compare it to the opinion statement *Music is the best subject to illustrate the difference*.

### READ-ALoud: "AFLOAT IN THE AMAZON" (5 MIN.)

- Ask students where they would like to go on an animal-viewing trip.
  - » Answers may vary, but they could include an African safari, a visit to the zoo, or even a walk around the school grounds, where students might see insects or other animals.
- Tell students that people have different opinions on the best place to see different animals. In this lesson and the ones that follow, students will hear several essays presenting opinions about the best place to see wildlife.
- Read aloud the essay "Afloat in the Amazon."

#### Afloat in the Amazon

One of the earth's habitats is the Amazon rainforest, which is in South America. This habitat is the best place to take a wildlife-seeing vacation, because it has lots of animals. In fact, the Amazon has more different kinds of animals than any other habitat on the planet. In the Amazon Rainforest you can see anacondas, toucans, tarantulas, poison dart frogs, squirrel monkeys, and piranhas. If you are very lucky, you might even see a jaguar moving through the jungle. You can hike through the jungle or float down the Amazon River and watch animals from the boat. The Amazon never gets very cold, so that also makes it a good place to visit. If you want to see lots of great animals, the Amazon is the place for you!



#### Check for Understanding

Ask students to name the purpose of the essay.

- » Its purpose is to convince someone that the Amazon rainforest is the best place to see wild animals.

- Ask students to turn to a partner and each name one reason that this essay's author thinks the Amazon is the best place to see animals.
  - » The author believes it is the best because it is never very cold, visitors can hike through the jungle or float down the river, and you can see lots of different kinds of animals.

### MODELING: COMPLETING AN OPINION ESSAY MAP (7 MIN.)

- Distribute Activity Page 2.1, Blank Opinion Essay Map, and display or project it.
- Ask a student to identify the essay's title. Write it on the essay map in the appropriate place and have students do the same.
  - » "Afloat in the Amazon"
- Tell students that you will read the essay aloud again and complete the next two sections of the map (Introduce the Topic and State an Opinion). You may wish to have them complete their own copies of map along with you.

Reread the essay and model completing essay map. Make sure to talk through your reasoning as you work. For example, you might read "Introduce the Topic," then say, "I know this essay is about the best place to see wildlife. I'll put that on the essay map by 'Introduce the Topic.'"

### COMPLETING AN OPINION ESSAY MAP (8 MIN.)

- Ask students to complete the remaining sections of the essay map independently.
- Review student responses.

### Challenge

Ask students whether a scientist who studies the savannah would agree with this opinion.

- » Answers may vary, but a scientist who studies the savannah would likely believe it the best place to see animals.

### Activity Page 2.1







### Access

#### Entering/Emerging

Preteach judgment words and provide heavy support as students practice distinguishing facts from opinion statements.

#### Transitioning/Expanding

Preteach judgment words and provide moderate support as students practice distinguishing facts from opinion statements.

#### Bridging

Preteach judgment words and provide light support as students practice distinguishing facts from opinion statements.

**Title** *Afloat in the Amazon*

#### **Introduce the topic:**

*the Amazon Rainforest and the Amazon River*

#### **State an opinion:**

*The Amazon is the best place to see wildlife.*

#### **List the reasons for your opinion:**

- *You can see lots of different kinds of wildlife there—most different kinds of animals in one place anywhere on the planet:*
  - *reptiles (anacondas)*
  - *birds (toucans)*
  - *invertebrates (tarantulas)*
  - *amphibians (poison dart frogs)*
  - *mammals (squirrel monkey and jaguar)*
  - *fish (piranha)*
- *You can ride in a boat on the Amazon River or hike through the jungle.*
- *warm climate*

#### **Offer a concluding statement:**

*The Amazon is the best place to see animals.*

#### **Decide how to organize your work:**

*a paragraph*

### **WRAP-UP (5 MIN.)**

- Tell students that some special words help give clues that we are reading or hearing an opinion. These words are judgment words, or words that express an opinion.
- Explain that you will read a list of these words aloud. Students should turn to a partner and take turns saying an original sentence using each word.

- Read the following, pausing briefly for students to exchange sentences for each word:
  - best
  - favorite
  - worst
  - greatest
- If time permits, ask a few students to share their sample sentences.
- Tell students that in the next Writing Studio session, they will start planning their own opinion essays.

---

End Lesson

## 3

# Introducing Opinion Writing

**PRIMARY FOCUS OF LESSON**

Students plan an opinion essay about the best job or responsibility to have. **[W.3.5]**

**FORMATIVE ASSESSMENT**

Activity Page 3.1

**Blank Opinion Essay Map** Students plan an opinion essay about the best job or responsibility to have. **[W.3.5]**

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing Opinion Writing (30 min.)</b>			
Modeling: Planning with Essay Maps	Whole Group	8 min.	❏ blank opinion essay map
Connections: Jobs	Whole Group	7 min.	
Planning with Essay Maps	Whole Group	10 min.	❏ Activity Page 3.1
Wrap-Up	Partner	5 min.	

## ADVANCE PREPARATION

- Prepare to project or display the blank opinion essay map. You will fill out this map during the Modeling activity in this lesson and display it again in Lesson 4.
- Prepare to display Activity Page 3.1, Blank Opinion Essay Map, and to distribute a copy for each student to complete in the Planning with Essay Maps activity.

### Universal Access

- Prepare sentence frames such as the following:
  - The easiest job is \_\_\_\_\_ because \_\_\_\_\_.
  - The hardest job is \_\_\_\_\_, since it \_\_\_\_\_.
  - I like doing \_\_\_\_\_ because \_\_\_\_\_.
  - \_\_\_\_\_ is an important job, since it \_\_\_\_\_.

## Lesson 3

# Introducing Opinion Writing



**Primary Focus:** Students plan an opinion essay about the best job or responsibility to have. **[W.3.5]**

**MODELING: PLANNING WITH ESSAY MAPS (8 MIN.)**

- Ask students to review the opinion about viewing wildlife expressed in the essay they heard in the previous lesson.
  - » The author believed that the Amazon rainforest was the best place to see wildlife.
- Ask students why someone might not agree with this opinion.
  - » Answers may vary, but some students may realize that not everyone likes warm, humid weather. Others may argue that some people would like to see different kinds of wildlife, such as animals that might be found in a habitat such as the savannah.
- Point out that this is an important part of opinion writing. People have different opinions, and they will not always agree about what is best.
- Explain that you want to write an essay that expresses the opinion that the best place to view animals is a saltwater habitat. Because you want to plan your work, you are going to start by filling out an essay map.
- Ask students why it is important to plan your ideas before writing.
  - » Although your ideas may change, it helps to outline or plan them beforehand. Planning helps you decide if you have enough evidence and support for your topic. If you do not have enough, you might have to do some research or pick a new topic.
- Project a blank opinion essay map.

**➤ Blank Opinion Essay Map**

- Use the think-aloud strategy to model using an essay map to help you plan an essay that expresses the opinion that a saltwater habitat is the best place to view animals. A sample text follows; however, you may feel free to customize it.

---

I know I want to write an essay that shares the opinion that a saltwater habitat is the best place to view animals, so I'll use an essay map to help me organize my ideas.

The first element on the essay map is the title. I think I'll call it "At Sea," since we know that oceans are saltwater habitats. I know I can change my mind later, but for now I'll write that on the map.

For the introduction, I know I am writing about the best place to see animals. [Write *the best place to see animals* by *Introduce the Topic.*] I also know my opinion. [Write *A saltwater habitat is the best place to see wild animals.* by *State an Opinion.*]

My first reason that this is the best habitat is that you can see lots of different kinds of animals. [Write *can see lots of kinds of animals* by *List the reasons to support your opinion.*] I want to list some animals you can see to help me develop my essay. [Write *jellyfish, dolphin, and other marine animals* under your previous comments.] As you build the list of ocean animals, you may wish to ask students to offer input and add this to your essay map.

Another reason saltwater habitats are best is that not many people know how to scuba dive. [Write *Oceans aren't crowded for scuba divers.* by *List the reasons to support your opinion.*] And there is a lot of diversity in the ocean. [Write *Some parts of the ocean are very different from each other and have different animals. and Animals have special adaptations.* by *List the reasons to support your opinion.*] As you build the evidence, you may wish to ask students to offer input on additional reasons that the saltwater habitat is the best and add this information to the essay map.

Finally, I need a conclusion. For my final thoughts, I want to remind readers why they should agree with my opinion. I think the best way is tell them my opinion again and give one more reason for it. Maybe I'll say that there are animals in the oceans

that we have never seen. [Write *Saltwater habitats are the best; there are still animals there we don't know about.* by Offer a concluding statement.]

- If you follow the suggested think-aloud strategy, your completed essay map should look as follows:

<b>Title</b>	<i>At Sea</i>
<b>Introduce the topic:</b>	
<i>the best place to see animals</i>	
<b>State an opinion:</b>	
<i>A saltwater habitat is the best place to see wild animals.</i>	
<b>List the reasons for your opinion:</b>	
<ul style="list-style-type: none"> <li>• <i>can see lots of kinds of animals:</i> <ul style="list-style-type: none"> <li>◦ <i>jellyfish</i></li> <li>◦ <i>starfish</i></li> <li>◦ <i>coral</i></li> <li>◦ <i>dolphins</i></li> <li>◦ <i>fish</i></li> <li>◦ <i>turtles</i></li> <li>◦ <i>seagulls</i></li> </ul> </li> <li>• <i>Oceans aren't crowded for scuba divers.</i></li> <li>• <i>Some parts of the ocean are very different from each other and have different animals.</i></li> <li>• <i>Animals have special adaptations.</i></li> </ul>	
<b>Offer a concluding statement:</b>	
<i>Saltwater habitats are the best; there are still animals there we don't know about.</i>	
<b>Decide how to organize your work:</b>	
<i>a paragraph</i>	



### Check for Understanding

Ask students why they should give reasons for their opinions.

- » Answers may vary but could include that many times we share opinions to help persuade someone to do something, such as make a decision. Giving reasons can help convince them to agree with us. It can also help explain why we think or feel the way we do.

- Explain that you can use this plan to help you write your essay. You will do that in the next Writing Studio lesson. Save your completed model essay map; you will use it again in the next lesson.

### CONNECTIONS: JOBS (7 MIN.)

- Tell students that they will work together to plan a class essay on the best job or responsibility an elementary school student can have.
- Have students brainstorm a list of different jobs or responsibilities they have. You may wish to ask the following questions to generate ideas:
  - What jobs or responsibilities do we have in our classroom?
  - What do you do at home to help your family? Do you have any household chores?
  - Name some student jobs or responsibilities you have observed throughout the school.
  - Think about ways you see students make their surroundings better. What kind of responsibilities do they have?
- Have students give a brief description of each job or responsibility on the list.
- Take a class poll to determine which job or responsibility students believe is the best. This will be the topic of the class essay.

### PLANNING WITH ESSAY MAPS (10 MIN.)

- Tell students that now they will have their own chance to use an essay map to work together to plan an essay that identifies the best job or responsibility to have and explains their opinion about why it is the best. They should use Activity Page 3.1, Blank Opinion Essay Map, to help their planning.

### Activity Page 3.1





## Challenge

Ask students to consider how different people have different opinions on the best job. For example, which job would someone who likes speaking to groups prefer? What about someone who prefers speaking to an individual?

## Support

Guide students in considering reasons the selected job or responsibility could be viewed as the best. For example, line leader might be the best job, because you are first to arrive at the cafeteria.



## Access

### Entering/Emerging

Use sentence frames and provide heavy support as students work on the opinion map.

### Transitioning/Expanding

Use sentence frames and provide moderate support as students work on the opinion map.

### Bridging

Use sentence frames and provide light support as students work on the opinion map.

- Display Activity Page 3.1 and distribute a copy of it to each student.

## ➤ Activity Page 3.1

- Direct students' attention to the blank opinion essay map on Activity Page 3.1. Explain that you all will work together to plan an essay that gives an opinion about the best job or responsibility for someone to have. You will fill out the essay map projection, and you may wish to have students fill out their individual essay maps with the same information.
- Use the think-aloud strategy to guide students' suggestions about how to complete the essay map. One sample example appears below, but you should customize your essay map to reflect your students' suggestions.

<b>Title</b>	<i>On Patrol</i>
<b>Introduce the topic:</b>	<i>safety patrol</i>
<b>State an opinion:</b>	<i>Safety patrol is the best job at our school.</i>
<b>List the reasons for your opinion:</b>	<i>you get to wear a uniform, help keep people safe, adults listen to you, can get to class after the first bell</i>
<b>Offer a concluding statement:</b>	<i>This job is best, because safety is the most important thing of all.</i>
<b>Decide how to organize your work:</b>	<i>a paragraph</i>

---

**WRAP-UP (5 MIN.)**

- Tell students that in the next Writing Studio lesson they will use the essay map to help them write a class essay that expresses their opinion about the best job or responsibility to have.
- Explain that the essay map offers an outline of important parts of an essay, but it does not include all the details. Tell students that in the next class they will work together to write their class essay.
- Ask students to work with a partner to brainstorm details about why this job is the best.
- You may wish to challenge student pairs to see how many ideas they can generate.
- You may also wish to keep a note of these details to incorporate into the essay you will draft in the next lesson.

---

End Lesson

## 4

# Introducing Opinion Writing

**PRIMARY FOCUS OF LESSON**

Students collaborate to compose an opinion essay about the best job or responsibility to have. **[W.3.1]**

**FORMATIVE ASSESSMENT**

**Activity Page 4.1**

**Drafting Paper** Students collaborate to compose an opinion essay about the best job or responsibility to have. **[W.3.1]**

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing Opinion Writing (30 min.)</b>			
Connections: In My Opinion	Partner	3 min.	
Modeling: Writing an Opinion Essay	Whole Group	10 min.	❑ essay map for “At Sea”
Writing an Opinion Essay	Partner	12 min.	❑ Activity Page 3.1 ❑ Activity Page 4.1
Wrap-Up	Small Group	5 min.	

## ADVANCE PREPARATION

- Prepare to project the two essay maps you completed in the previous class: one from the Modeling activity and another, Activity Page 3.1, from the Planning with Essay Maps activity.
- Prepare to compose the Modeling activity draft for the class on a projection or on chart paper.
- Prepare Activity Page 4.1 (blank drafting paper, available as a Blackline Master) or word processors (optional) for students to use in the Writing an Essay activity.

### Universal Access

- Prepare to display words that help link opinions and reasons for them, such as the following:
  - because
  - therefore
  - since
  - for example

## Lesson 4

# Introducing Opinion Writing



**Primary Focus:** Students collaborate to compose an opinion essay about the best job or responsibility to have. **[W.3.1]**

## CONNECTIONS: IN MY OPINION (3 MIN.)

- Tell students that they will start the lesson by stating opinions and naming reasons for those opinions.
- Read the following topics, pausing briefly for students to turn and talk to a peer about each one. For each, students should state an opinion on the topic and give a reason for the opinion.
  - playing card games
  - brownies
  - cloudy skies
  - riding on a train
  - visiting a parent's workplace
  - going to a park
  - helping someone younger with their homework
- Ask students to name some words they use to link reasons and opinions.
  - » Answers may vary but could include *because, therefore, since, for example*.
- Tell students that they will use some of these words to link the reasons and opinions in their essay drafts.

## MODELING: WRITING AN OPINION ESSAY (10 MIN.)

- Display the essay map you prepared in the previous class.
- Use the think-aloud strategy to demonstrate writing an essay based on the map. (An example essay follows, but you may customize this as needed for your class.)
- As you talk, compose your essay draft on the displayed chart paper or on a projection as students observe.

---

Now that I've planned my essay, it's time to start writing. First, an essay needs a title. I know from my map that I want to call my essay "At Sea." [Add *At Sea* to the top of your document.]

Next, an essay needs an introduction that explains what it is about. In this case, I need to name my topic and the opinion I have about it. I want to draw readers into my essay and make them want to read more of it. [Write *Earth's many habitats offer lots of opportunities to see wild animals.*] That's the general topic that my opinion relates to, but I should explain what my exact opinion is now. [Write *The best place to see wild animals, though, is a saltwater habitat.* after the other sentence.]

I wonder if I should explain what that habitat is. [Replace the period after *habitat* with *such as the ocean*. Make sure to add a comma after *habitat* to make the sentence grammatically correct.] Now I want to explain a reason for my opinion. [Write *Oceans are exciting because they are so big, and different animals live in different parts of the ocean.*] Who can name the linking word I used in that sentence? [Allow students to volunteer the correct answer, *because*.]

- 
- Use the think-aloud strategy to complete the remaining parts of the essay draft: the two body paragraphs and the conclusion.
  - Tell students that now that you have written your essay, you want to read it all the way through to hear how it sounds.
  - Read your essay aloud. (A sample essay appears below.)
- 

### **At Sea**

Earth's many habitats offer lots of opportunities to see wild animals. The best place to see wild animals, though, is a saltwater habitat, such as an ocean. Oceans are exciting because they are so big, and different animals live in different parts of the ocean. For example, in very deep waters, some animals have special changes or adaptations. Some animals

can even make light with their own bodies! Some of the animals you can see in or at the ocean are birds, dolphins, fish, starfish, jellyfish, turtles, and even coral. Coral may not look like an animal, because a coral reef consists of both the animals and their skeletons. But the animals are there if you look closely. The ocean is also a great habitat because if you go scuba diving, it is not very crowded the way the beach is. Finally, scientists think there are still animals in the ocean we have never seen. The saltwater habitat is the best place to look for animals, because you could find a brand new one!

---

- Ask students to raise a silent hand if they
  - would rather visit the Amazon rainforest.
  - would rather visit a saltwater habitat.
  - have a different opinion about the best habitat for viewing wild animals.
- Allow students to share their opinion about habitats with a peer.

---

### WRITING AN OPINION ESSAY (12 MIN.)

- Tell students that now they will use Activity Page 3.1, the essay map completed in the previous class, to work together to write an essay about the best job or responsibility to have.
  - Display the essay map completed in the previous class and ask each student to get out his or her copy of the map.
  - Review the map aloud with students.
- 



### Check for Understanding

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Ask students to explain each element of an essay as you review the essay map.

---

- Go through the essay map element by element, asking students to speak with a partner about each element. Then have volunteers suggest possible sentences to represent each part. Use these suggestions to draft a class essay. An example follows.

Okay, I know that you all think the best job or responsibility is being on the safety patrol, and we started planning an essay about that in the last class. Now turn and tell one of your classmates about a reason this job is the best. [Allow a short time for students to speak in pairs.] Raise your hand silently if you'd like to suggest a sentence that gives a reason for this opinion. [Call on a few students to gather suggestions, then incorporate some of them into the draft.]

- As you write, you may choose to have students also draft the essay on their own Activity Page 4.1 or a word processor.
- Make sure to read the essay aloud at the end of the drafting process.
- Ask students to review the essay's information against the map to make sure it covers each part of the map.

### WRAP-UP (5 MIN.)

- Have students work in small groups and discuss the reasons included in the modeling essay and/or the class essay. For each reason, challenge students to think about what someone might say who disagrees with the reason. For example, someone might say that the people driving are more responsible for safety than the members of safety patrol.
- Tell students that later on they will learn how thinking about these kinds of disagreements can help make their writing even stronger.

End Lesson

### Challenge

Ask students to personalize their work by adding a new reason to their draft of the class essay.

### Support

Remind students that their sentence suggestions should use words and phrases that show their opinion, reviewing the relevant word lists as necessary.

### Activity Page 4.1



### Access

#### Entering/Emerging

Provide lists of opinions and reasons and offer heavy support as students draft from the material on the essay map.

#### Transitioning/Expanding

Provide lists of opinions and reasons and offer moderate support as students draft from the material on the essay map.

#### Bridging

Provide lists of opinions and reasons and offer light support as students draft from the material on the essay map.



## 5

# Introducing Opinion Writing

**PRIMARY FOCUS OF LESSON**

Students gather information about an animal species. **[W.3.8]**

**FORMATIVE ASSESSMENT**

Activity Page 5.1

**Everyday Inventions** Students gather information about an animal species. **[W.3.8]**

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing Opinion Writing (30 min.)</b>			
Connections: Introduce the Prompt	Whole Group	7 min.	☐ Activity Page 5.1
Modeling: Gathering Information	Whole Group	5 min.	☐ “At Sea”
Gathering Information	Small Group	13 min.	☐ Activity Page 5.2 ☐ (Optional) Unit 2 Student Reader, <i>Rattenborough’s Guide to Animals</i>
Wrap-Up	Partner	5 min.	

## ADVANCE PREPARATION

- Prepare to arrange students into small groups for gathering information about an animal species. This offers an opportunity for differentiation; if students are ready for a challenge, each group may work on a different species. If students need additional support, you may wish to have all groups work on the same species. You may also wish to assign students in need of support to an animal with which they are familiar; you may allow them to consult the Unit 2 Student Reader, *Rattenborough’s Guide to Animals*, for additional support.
- Prepare to distribute Activity Page 5.1 to each student and to display or project a copy of it.
- Prepare to display the draft of “At Sea” composed in the previous lesson.
- Prepare to distribute Activity Page 5.2 to each student and to display or project a copy of it.

### Universal Access

- Prepare images of animals and enclosures (such as a fish in an aquarium, lizard in a terrarium, tiger in an enclosed yard, etc) and relevant vocabulary (such as bedding, heat source, water filter, etc).

## Lesson 5

# Introducing Opinion Writing



**Primary Focus:** Students use a graphic organizer to gather information about an animal species. **[W.3.8]**

## CONNECTIONS: INTRODUCE THE PROMPT (7 MIN.)

- Ask students to name some animals and the kind of care those animals need. This could be a class or household pet or an animal they have encountered elsewhere.
  - » Answers may vary but could include that an elephant needs lots of space, while fish need to have their tank cleaned out each week.
- Tell students that in this lesson they will start planning an essay about the animal they would want to work with if they were zookeepers.
- Display Activity Page 5.1 and distribute a copy to each student.

### Activity Page 5.1



#### ➤ Activity Page 5.1

- Review the Activity Page 5.1 writing prompt and explain that students will work on researching, planning, drafting, and revising this opinion essay over the next several lessons.



#### Check for Understanding

Ask students to take turns explaining the prompt to a partner. Ask one or two students to paraphrase the prompt for the class.

- Ask students to brainstorm as a class, generating a list of animals they might wish to work with as zookeepers.
- Assemble students into groups of approximately four, and ensure that each group selects an animal from the list for their essays. Groups may work on the same animal or different animals.

## MODELING: GATHERING INFORMATION (5 MIN.)

- Explain that you had to gather information for “At Sea,” the essay about saltwater habitats.
- Display “At Sea” and ask students to identify pieces of information that might have come from research.
  - » Answers may vary but could include that scientists believe the ocean has animal species that no one has yet discovered. (This information was covered in core instruction.)
- Explain that students may not know at first which information they will use in their essays. This is okay, because writing is a process with many steps. The important thing for now is to collect information. In a later lesson, students will plan how best to use that information in their essays.

## GATHERING INFORMATION (13 MIN.)

- Guide students through the process of thinking about the characteristics of their animals, using the questions on Activity Page 5.2. You may ask each question on the activity page and allow students to discuss briefly in their groups before moving to the next question. A sample completed Activity Page 5.2 follows.

### Animal species: *giant tortoise*

1. Describe this animal and its important characteristics:
  - » a kind of reptile, quiet, really big—up to five hundred pounds
2. Why would this animal make a good choice for a new zookeeper?
  - » friendly, no teeth, moves very slowly
3. What kind of habitat does this animal need, and how would you create it in a zoo?
  - » lives in dry sandy places, would enjoy a pool, doesn’t need a very high fence
4. What does this animal eat?
  - » salad (lettuce and carrots), sometimes fruit like mangoes as a special treat
5. What kind of special care does this animal need?
  - » a heat lamp since it is cold blooded, people who will help educate others about how many tortoises are endangered

## Challenge

Encourage students to consider any reason that their animal might not make a good choice for a brand new zookeeper.

## Support

Allow students to consult Unit 2 Student Reader, *Rattenborough’s Guide to Animals* or other reference materials, including the Internet with proper supervision, as they complete Activity Page 5.2.

## Activity Page 5.2



## Access

### Entering/Emerging

Preteach images of animals in their habitats and relevant vocabulary, using heavy support to guide students in thinking about the animals’ characteristics.

### Transitioning/Expanding

Preteach images of animals in their habitats and relevant vocabulary, using moderate support to guide students in thinking about the animals’ characteristics.

### Bridging

Preteach images of animals in their habitats and relevant vocabulary, using light support to guide students in thinking about the animals’ characteristics.

---

**WRAP-UP (5 MIN.)**

- Ask students to pair with students in another group and to take turns summarizing the information on their graphic organizers for their partner. Students should link that information to why they might want to care for this animal if they were zookeepers.
- Tell students that in the next lesson they will use this information to plan their essays.

---

End Lesson

# Introducing Opinion Writing

# 6

## PRIMARY FOCUS OF LESSON

Students plan essays about the animal they would most like to work with as a zookeeper. **[W.3.5]**

## FORMATIVE ASSESSMENT

**Activity Page 6.1**

**Blank Opinion Essay Map** Students plan essays about the animal they would most like to work with as a zookeeper. **[W.3.5]**

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing Opinion Writing (30 min.)</b>			
Modeling: Planning an Essay	Whole Group	4 min.	<input type="checkbox"/> Activity Page 3.1
Connections: Inventions	Small Group	7 min.	<input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> Activity Page 5.2
Planning an Essay	Small Group	16 min.	<input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> Activity Page 5.2 <input type="checkbox"/> Activity Page 6.1
Wrap-Up	Partner	3 min.	<input type="checkbox"/> Activity Page 6.1

## ADVANCE PREPARATION

- Ensure that students have Activity Page 5.1 and Activity Page 5.2, which they completed in the previous lesson.
- Prepare to display a completed copy of Activity Page 3.1 during the Modeling activity.
- Prepare to distribute copies of Activity Page 6.1, a blank essay map, to each student.
- Prepare to arrange students in the same groups as the previous lesson.

## Lesson 6

# Introducing Opinion Writing



**Primary Focus:** Students plan essays about the animal they would most like to work with as a zookeeper. [W.3.5]

**MODELING: PLANNING AN ESSAY (4 MIN.)**

- Remind students that they have already practiced using opinion essay maps to plan their work.

**Check for Understanding**

Display a completed copy of Activity Page 3.1 and ask several students to explain its components.

- Continue illustrating as needed with different components of Activity Page 3.1.

**CONNECTIONS: INVENTIONS (7 MIN.)**

- Distribute Activity Pages 5.1 and 5.2, which students completed in the previous lesson.
- Ask a student to read aloud the prompt for the essay.
- Arrange students into the same groups in which they worked during the previous lesson.
- Explain that students should briefly review the material they gathered in the previous lesson. They will use this information to plan their opinion essays.
- Circulate and provide support as needed.



## Activity Page 6.1



### Challenge

Encourage students to include a piece of evidence for each reason they list in the essay map.

### Support

Allow students to express their ideas orally as they plan with their group, reminding them to connect opinions and reasons with linking words.



### Access

#### Entering/Emerging

Allow students to speak with a strong partner who will offer heavy support and guide students in completing the essay map.

#### Transitioning/Expanding

Allow students to speak with a partner who will offer moderate support and guide students in completing the essay map.

#### Bridging

Allow students to speak with a partner who will offer light support and guide students in completing the essay map.

## PLANNING AN ESSAY (16 MIN)

- Distribute Activity Page 6.1, a blank essay map, for students to use to plan their essays.
- Have students work to plan their essays following the model illustrated. Suggested times for students to spend on each section follow; however, you may allocate the time as best suits your students' needs.
  - Title: 2 min.
  - Introduce the topic: 2 min.
  - State an opinion: 1–2 min.
  - List the reasons for your opinion: 2–8 min.
  - Offer a concluding statement: 2 min.
- As students work, circulate and check in with each group's progress. For reference, a sample completed essay map follows.

<b>Title</b>	<i>Gentle Giants</i>
<b>Introduce the topic:</b>	
	<i>if I were a zookeeper</i>
<b>State an opinion:</b>	
	<i>The animal I most want to work with is a giant tortoise.</i>
<b>List the reasons for your opinion:</b>	
	<i>friendly, cute, quiet, eats salad so easy to feed, endangered, no teeth, moves slowly</i>
<b>Offer a concluding statement:</b>	
	<i>A giant tortoise is the right zoo animal for me!</i>
<b>Decide how to organize your work:</b>	
	<i>a paragraph</i>

---

**WRAP-UP (3 MIN.)**

- Have students partner with a student from a different group and summarize his or her group's essay map.
- Tell students that in the next lesson, they will start drafting their essays.

~~~~~End Lesson~~~~~

## 7

# Introducing Opinion Writing

**PRIMARY FOCUS OF LESSON**

Students compose an essay about the animal they would most like to work with as a zookeeper. [W.3.1, W.3.1a, W.3.1b, W.3.1c, W.3.1d]

**FORMATIVE ASSESSMENT****Activity Page 7.1**

**Drafting Paper** Students compose an essay about the animal they would most like to work with as a zookeeper. [W.3.1, W.3.1a, W.3.1b, W.3.1c, W.3.1d]

## LESSON AT A GLANCE

|  | Grouping    | Time    | Materials  |
|--|-------------|---------|--|
| <b>Introducing Opinion Writing (30 min.)</b> |             |         |  |
| Connections: Opinion Essays                  | Whole Group | 2 min.  |  |
| Modeling: Drafting Opinion Essays            | Whole Group | 10 min. | <input type="checkbox"/> Words That Link Opinions and Reasons<br><input type="checkbox"/> "At Sea"                                     |
| Drafting Opinion Essays                      | Independent | 12 min. | <input type="checkbox"/> Activity Page 7.1<br><input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> Activity Page 5.2 |
| Wrap-Up                                      | Partner     | 6 min.  |  |

## ADVANCE PREPARATION

- Prepare to display the list of Words That Link Opinions and Reasons, available in Teacher Resources.
- Prepare to display "At Sea," which was drafted in Lesson 4.
- Prepare to distribute Activity Page 7.1 (drafting paper, available as a Blackline Master) or word processors (optional).
- Make sure students have their completed Activity Pages 6.1 and 5.2 from previous lessons.

## Universal Access

- Prepare cloze sentences as follows:
  - I perform my best at ballet recitals \_\_\_\_\_. I practice every day.
  - My family loves eating foods from other countries. \_\_\_\_\_ we had bratwurst for dinner.
  - \_\_\_\_\_ I like snakes a lot, the reptile house is my favorite place to visit at the zoo.
  - I have learned many interesting things about animals. \_\_\_\_\_, some chameleons can change colors.

## Lesson 7

# Introducing Opinion Writing



**Primary Focus:** Students compose an essay about the animal they would most like to work with as a zookeeper. [W.3.1, W.3.1a, W.3.1b, W.3.1c, W.3.1d]

## CONNECTIONS: OPINION ESSAYS (2 MIN.)

- Tell students that in this lesson they will start drafting their essays about the animal with which they would most want to work if they were a zookeeper.



### Check for Understanding

Ask students to explain the elements necessary in an opinion essay.

- » An opinion essay should have a title, an introduction to the topic, a statement of opinion, a list of reasons for the opinion, and a concluding statement.

## MODELING: DRAFTING OPINION ESSAYS (10 MIN.)

- Tell students that you have some new tips to help with drafting an opinion essay.
- Explain that one way to write stronger opinion paragraphs is to think about how your reason and the evidence for it are connected.
- Project or display the list of Words That Link Opinions and Reasons. Review each phrase, explaining how these words can help show the connection between reasons and opinions.
- Display “At Sea,” which was drafted in a previous lesson.

- Ask students to identify where words that link opinions and reasons appear in “At Sea.”

» These words appear in the following sentences:

- Oceans are exciting because they are so big, and different animals live in different parts of the ocean.
- For example, in very deep waters, some animals have special changes or adaptations.
- Coral may not look like an animal, because a coral reef consists of both the animals and their skeletons.
- The ocean is also a great habitat because if you go scuba diving, it is not very crowded the way the beach is.
- The saltwater habitat is the best place to look for animals, because you could find a brand new one!

---

I see that I have used the word *because* a lot here. I’d like to add a different linking word to my draft to help make it stronger.

One place I can change the word *because* to a different linking word is when I speak about finding new animals. I could change that sentence. [Revise *The saltwater habitat is the best place to look for animals, because you could find a brand new one by* replacing *because* with *since*.]

---

- Ask students to suggest other revisions as time permits.
- Tell students that they will draft their informative essays in this lesson, and as they do so, they should think about the kind of linking words or phrases they might add to make their work stronger.

### DRAFTING OPINION ESSAYS (12 MIN.)

- Distribute Activity Page 7.1, which each student will use to record his or her essay draft.
- Explain that students will begin by drafting their essay’s body paragraphs. This may seem unusual, but many writers do not draft the introduction until they know what their essay will contain inside it. That way, they can make sure the introduction fits the essay. Students may leave space on their papers to add the introduction, which they will write in the next lesson.

#### Activity Page 7.1



## Challenge

Challenge students to use a linking word to connect each reason to the essay's opinion.

## Support

Guide students in drafting complete sentences and paragraphs from the notes on their essay map.



## Access

### Entering/Emerging

Reteach the list of Words that Link Opinions and Reasons and offer heavy support to guide students in completing cloze sentences.

### Transitioning/Expanding

Reteach the list of Words that Link Opinions and Reasons and offer moderate support to guide students in completing cloze sentences.

### Bridging

Reteach the list of Words that Link Opinions and Reasons and offer light support to guide students in completing cloze sentences.

- Direct students through drafting the following components of their essays. Suggested times follow, but you may customize these according to your class's needs.
  - Title: 2 min.
  - Introduction of topic: 2 min.
  - Statement of opinion: 2 min.
  - Reasons for opinion: 4 min.
  - Concluding statement: 2 min.
- A sample essay follows for reference, but you should feel free to customize as needed according to the needs of your classroom.

## Gentle Giants

One of the jobs I would like to have someday is being a zookeeper. If I become a zookeeper, the animal I would most want to work with is a giant tortoise. Giant tortoises are the best animals, because they are friendly and cute. They are usually quiet. Some of their characteristics will make my job pretty easy. For example, they do not have any teeth, and they move slowly. They are also easy to feed, since they eat lettuce and carrots. Most importantly, many turtles and tortoises are endangered, because they are losing their habitats when people construct buildings. Sometimes they are also poached, or killed illegally, for their shells and other body parts. I will feel good about taking care of such special and rare animals. Therefore, a giant tortoise is the right zoo animal for me!

## WRAP-UP (8 MIN.)

- Ask students to exchange papers with a partner.
- Have students read each other's essays and tell the author the reason they believe is most convincing in the essay.
- Tell students that in the next lesson they will continue drafting their essays.

End Lesson

# Introducing Opinion Writing

## PRIMARY FOCUS OF LESSON

Students revise their opinion essays to try a different organizational structure. [W.3.5]

## FORMATIVE ASSESSMENT

**Activity Page 8.1**

**Drafting Paper** Students revise their opinion essays to try a different organizational structure. [W.3.5]



## LESSON AT A GLANCE

|  | Grouping    | Time    | Materials   |
|--|-------------|---------|---|
| <b>Introducing Opinion Writing (30 min.)</b> |             |         |   |
| Connections: The Right Form                  | Whole Group | 3 min.  |   |
| Modeling: Organizing an Essay                | Whole Group | 12 min. | ☐ “At Sea”  |
| Organizing an Essay                          | Independent | 12 min. | ☐ Activity Page 6.1<br>☐ Activity Page 7.1<br>☐ Activity Page 8.1 |
| Wrap-Up                                      | Partner     | 3 min.  |   |

## ADVANCE PREPARATION

- Prepare to arrange students into pairs.
- Prepare to display “At Sea,” which was drafted in Lesson 4.
- Prepare to revise “At Sea” on a word processor or chart paper displayed to the entire class.
- Prepare to distribute Activity Page 8.1.
- Ensure students have Activity Page 6.1 and Activity Page 7.1, which they completed in previous lessons.
- Prepare to display images of water, steam, and ice.

## Lesson 8

# Introducing Opinion Writing



**Primary Focus:** Students revise their opinion essays to try a different organizational structure. [W.3.5]

## CONNECTIONS: THE RIGHT FORM (3 MIN.)

- Tell students that you will read a list of situations, and they should decide which they would rather have in each situation: a glass of water, a block of ice, or a steamy room (such as the bathroom after you take a hot shower). You may wish to show images to accompany this.
  - on a cold winter day
  - on a day that was not too hot or cold
  - in the desert
- Ask students to describe what water, steam, and ice have in common.
  - » They are all made of the same ingredients, but they are in different forms or states (liquid, gas, and solid).
- Explain that the form is very important, because you may not need a block of ice on a snowy day.
- Explain that the same thing is true of writing. Sometimes even if you want to share the same basic information or ideas, you might want to change the form of your writing. For example, you might write thank you notes to your grandmother and your best friend, but you would probably say slightly different things in them or share them in a different way.
- Explain that for the rest of this lesson, students will learn about how to write in different forms.

## MODELING: ORGANIZING AN ESSAY (12 MIN.)

- Tell students that in this lesson, they will use the information they just reviewed to think about a new organization for their essay.
- Use the think-aloud strategy to model how to revise an essay's organization. A sample text follows, but you may customize it for your class.

---

When I drafted the essay “At Sea,” I wrote it as a paragraph. But what if I wanted to make a brochure to promote visiting saltwater habitats? I think I would need a different organization for that brochure than I used in my essay.

So I decided to rewrite the essay in a new form. First, let's review the original form. [Display the original essay “At Sea” and read it aloud quickly.] What form is this essay in? [It is in a paragraph form.]

To make this ready for a brochure, I am going to add some headings to help organize my information. I think the first part of the information here is really an introduction, so that doesn't need a heading. [Demonstrate adding a paragraph break after the sentence *The best place to see wild animals, though, is a saltwater habitat, such as an ocean.*]

The next part of information is about all the different kinds of animals you can see in the ocean. I'll give that a heading, *See Many Kinds of Animals*. [Add the heading to the text and explain how headings are often formatted in bold type.] I have a lot of examples here of animals you can see in a saltwater habitat. I think, though, I could organize them better if I also added more about the groups those animals fit into. That will help people realize how many different things you can see at the ocean. [Demonstrate adding in categories for the listed animals. For example, add (*mammals*) after *dolphins* and (*reptiles*) after *turtles*.]

- 
- Continue this process to explain the how to organize your information under headings, making sure to explain how you may decide to cut or remove some information as you revise. Demonstrate this for students with the material on scuba diving, as that does not directly relate to watching animals and will not remain in the final essay.
  - Explain that as you reorganize, you will need to add a new concluding statement to your essay. A sample text follows, but you may feel free to customize the essay for your class.

---

## At Sea

Earth's many habitats offer lots of opportunities to see wild animals. The best place to see wild animals, though, is a saltwater habitat, such as an ocean.

### See Many Kinds of Animals

Some of the animals you can see in or at the ocean are seagulls (birds), dolphins (mammals), clown fish (fish), turtles (reptiles), and even starfish, jellyfish, and coral (invertebrates). Coral may not look like an animal, because a coral reef consists of both the animals and their skeletons. But the animals are there if you look closely.

### See Unusual Animals

Oceans are exciting because they are so big, and different animals live in different parts of the ocean. For example, in very deep waters, some animals have special changes or adaptations. Some animals can even make light with their own bodies!

### Discover New Animals

Finally, scientists think there are still animals in the ocean we have never seen. The saltwater habitat is the best place to look for animals, because you could find a brand new one!

These are just a few reasons that the ocean is the best habitat for wildlife viewing.

---

## ORGANIZING AN ESSAY (12 MIN.)

- Make sure students have Activity Page 7.1, on which they began drafting their essays in the previous lesson, and Activity Page 6.1, on which they mapped their essays. They may consult these as they draft.
- Guide students through the process of drafting their new essays. Suggested times follow, but you may customize these according to your class's needs.

### Activity Page 8.1

---



## Challenge

Have students generate ideas for several different organizational structures.

## Support

Guide students in following the organizational system modeled in the lesson by asking them to think about headings for the information in their essays.



## Access

### Entering/Emerging

Preteach headings and offer heavy support to guide students in reorganizing their essays.

### Transitioning/Expanding

Preteach headings and offer moderate support to guide students in reorganizing their essays.

### Bridging

Preteach headings and offer light support to guide students in reorganizing their essays.

- Decide how to organize your work: 3 min.
  - Introduce the topic: 2 min.
  - State an opinion: 2 min.
  - List the reasons for your opinion: 3 min.
  - Offer a concluding statement: 2 min.
- A sample essay follows for reference, but you should feel free to customize as needed according to the needs of your classroom.

## Gentle Giants

One of the jobs I would like to have someday is being a zookeeper. If I become a zookeeper, the animal I most want to work with is a giant tortoise.

### Attitude and Behavior

Giant tortoises are the best animals, because they friendly and cute. Some of their characteristics will make my job pretty easy. For example, they are usually quiet. They also move very slowly, so they are not likely to escape.

### Feeding Time

They are also easy to feed, because they eat salad. Since tortoises and turtles do not have any teeth, they cannot really bite me. This makes them safer to work with than a lion or tiger.

### Making a Difference

Most importantly, many turtles and tortoises are endangered, because they are losing their habitats when people construct buildings. Sometimes they are also poached, or killed illegally, for their shells and other body parts. I will feel good about taking care of such special and rare animals. Hopefully as a zookeeper I can also talk to zoo visitors about how to help protect endangered animals like tortoises.

For all these reasons, a giant tortoise is the right zoo animal for me!

## WRAP-UP (3 MIN.)

- Arrange students into pairs.
- Use the following sentence frames to guide students' discussion with their partners:
  - The form of my first draft was \_\_\_\_\_ (paragraph, list, etc.)
  - The form of my revision was \_\_\_\_\_ (paragraph, list, etc.)
  - I think \_\_\_\_\_ is the best form for this essay because \_\_\_\_\_.
- Have students tell their partners one thing they like about the revised essay.

~~~~~  
End Lesson  
~~~~~

# Optional Extension Activity

To fulfill CCSS W.3.6, you may wish to extend this unit by adding time for students to publish their work using digital tools. Several options, which may be used individually or in various combinations, follow.

- Students may research appropriate animal illustrations on the Internet with adult guidance. They may add these illustrations to their essays.
- Students may use the Internet, with appropriate guidance, to research additional facts about their animals and use these facts to support their opinions.
- Students may use word processors to type their final essays. Essays may be printed and compiled into a class book.
- Use presentation software to create a map of the class zoo and present a virtual field trip, in which students describe the animals they selected and the reasons for their choice, at parents' night or a similar event.



Writing Studio 3

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# Introducing Informative Writing

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- Modeling: Writing an Essay
- Writing an Essay
- Wrap-Up

## Lesson 5

133

### Introducing Informative Writing (30 min.)

- Modeling: Gather Information
- Connections: How Rainbows Form
- Gather Information
- Wrap-Up

## Lesson 6

138

### Introducing Informative Writing (30 min.)

- Connections: Rainbows
- Modeling: Planning an Essay
- Planning an Essay
- Wrap-Up

## Lesson 7

143

### Introducing Informative Writing (30 min.)

- Connections: It's In the Details
- Modeling: Drafting Informative Essays
- Drafting Informative Essays
- Wrap-Up

## Lesson 8

148

### Introducing Informative Writing (30 min.)

- Connections: Essay Drafts
- Modeling: Linking Words, Details, Conclusions
- Linking Words, Details, Conclusions
- Wrap-Up

# Introducing Informative Writing

## PRIMARY FOCUS OF LESSON

Students compose an informative essay describing how to play their favorite game. [W.3.2]

## FORMATIVE ASSESSMENT

Activity Page 1.1

**My Favorite Game** Students compose an informative essay describing how to play their favorite game. [W.3.2]

## LESSON AT A GLANCE

|  | Grouping    | Time    | Materials   |
|--|-------------|---------|---|
| <b>Introducing Informative Writing (30 min.)</b> |             |         |   |
| Connections: Informative Writing                 | Whole Group | 5 min.  |   |
| Introduce the Prompt                             | Whole Group | 5 min.  | <input type="checkbox"/> Writing Prompt for Activity Page 1.1<br><input type="checkbox"/> additional images and materials for support |
| Informative Pre-Assessment                       | Independent | 15 min. | <input type="checkbox"/> Activity Page 1.1  |
| Wrap-Up  | Whole Group | 5 min.  |   |

## ADVANCE PREPARATION

- Prepare the writing prompt for display, either copying it onto chart paper or planning to project it. See Writing Prompt for Activity Page 1.1 in Teacher Resources.
- Prepare copies of Activity Page 1.1 to distribute to each student for the Informative Pre-Assessment activity.
- Prepare the rubric for grading the pre-assessments. See the *Third Grade Writing Rubric: Informative/Explanatory Writing* in Teacher Resources. You will retain the pre-assessment to compare with the final informative writing activity in Unit 4, *Developing Informative Writing*.

## Universal Access

- Prepare relevant images or materials to use for support in introducing the writing prompt. Possible examples include sample games or images of them.

## Lesson 1

# Introducing Informative Writing



**Primary Focus:** Students compose an informative essay describing how to play their favorite game. [W.3.2]

## CONNECTIONS: INFORMATIVE WRITING (5 MIN.)

- Ask students to turn and talk with a partner about a time when they were given information.
- Ask students to volunteer a time when it would be important for someone to have good information about a topic.
  - » Answers may vary, but they could include that students need good information about homework assignments, and cafeteria workers need good information about the recipes they are making.

## INTRODUCE THE PROMPT (5 MIN.)

- Tell students that in this Writing Studio lesson they will write essays about how to play their favorite game.
- Display the Writing Prompt for Activity Page 1.1 and read it aloud to students, repeating as necessary.

### ➤ Writing Prompt for Activity 1.1

Think of a game you play with friends or family members. Imagine that you were trying to teach someone how the game worked, and write an informative essay that explains how to play it.



### Check for Understanding

Ask a volunteer to explain the prompt in his or her own words.

## Support

Ask students if specific scenarios (watching television, baking cookies, or building an engine) would require good information or not.

## Challenge

Have students explain why the information would be necessary in each context.



## Access

### Entering/Emerging

Review the prompt and discuss relevant images or supplementary materials, such as different board games, with students before they begin writing.

### Transitioning/Expanding

Review the prompt and allow pairs of students to discuss relevant images or supplementary materials, such as different board games, before they begin writing.

### Bridging

Review the prompt and allow students to examine relevant images or supplementary materials, such as different board games, before they begin writing.



### INFORMATIVE PRE-ASSESSMENT (15 MIN.)

- Distribute Activity Page 1.1.
- Tell students to write an essay in response to the prompt.
- Remind students that they should write as complete an essay as possible in the time they have.

**Note:** If students finish before time elapses, you may allow them to work silently on something else. Since this is a pre-assessment, students may stop writing when they decide they are finished with the task or when 15 minutes have elapsed. Subsequent lessons in this unit and in the entire Writing Studio program will help build students' ability to write for longer periods of time.

- As students complete their work, collect their essays. You will use the *Third Grade Writing Rubric: Informative/Explanatory Writing* to assess their work. You should save their pre-assessment to compare it to their final informative writing activity, which they will complete in Writing Studio Unit 4, Lesson 8.

### WRAP-UP (5 MIN.)

- Ask students to raise their hands silently if their informative essay
  - introduces their topic.
  - includes linking words to connect their ideas.
  - includes information or details to explain things about their topic.
  - includes specific words to describe the topic or ideas.
  - includes a title.
- If time permits, ask students to tell a partner how their essay describes their favorite game.
- Tell students that in the next Writing Studio session, they will spend more time thinking about and learning how to write informative essays.

~~~~~  
End Lesson

# Introducing Informative Writing

## PRIMARY FOCUS OF LESSON

Students identify and describe the purpose and features of an informative essay. [W.3.2]

## FORMATIVE ASSESSMENT

Activity Page 2.1

**Blank Informative Essay Map** Students identify and describe the purpose and features of an informative essay. [W.3.2]



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing Informative Writing (30 min.)</b>			
Connections: Informative Writing	Whole Group	5 min.	
Read-Aloud: "Digestion"	Whole Group	7 min.	
Modeling: Completing an Essay Map	Whole Group	7 min.	☐ Activity Page 2.1
Completing an Essay Map	Independent	8 min.	☐ Activity Page 2.1
Wrap-Up	Partner	3 min.	

## ADVANCE PREPARATION

- Prepare to project or display "Digestion." Alternatively, you may provide copies of the essay for each student.
- Prepare to project or display Activity Page 2.1, Blank Informative Essay Map. A Blackline Master is available in Teacher Resources. Ensure that each student has a copy of the template that he or she may fill out during the class discussion.

## Lesson 2

# Introducing Informative Writing



**Primary Focus:** Students identify and describe the purpose and features of an informative essay. [W.3.2]

**CONNECTIONS: INFORMATIVE WRITING (5 MIN.)**

- Tell students that in this lesson they will start learning about writing informative essays.
- 1. Why would someone write informative essays?
  - » Answers may vary but might include that informative essays provide information about a topic. They explain or describe something. They can also explain how to do something.
- Ask students to turn and talk with a partner about how planning or organizing an informational essay might be different from organizing and planning narratives.
  - » Answers may vary, but they could include that planning a narrative requires thinking about plot and dialogue, while organizing an informative essay requires thinking about facts and evidence. If you write an informative essay explaining how to do something, you should include the right order in which to do each step.
- Allow a few students to share their thoughts with the class.
- Explain that they can also use a similar plan to help with writing informative essays.

**READ-ALoud: "DIGESTION" (7 MIN.)**

- Tell students that you have an essay that describes how the digestive system works and that they should listen carefully to hear about the different parts described.

- Project or display “Digestion.” Alternatively, you may provide copies of the essay for each student.

### ➤ **Digestion**

- Read aloud the essay “Digestion.”

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#### **Digestion**

When you eat a meal or snack, you may think you are finished as soon as you clean your plate. But your body’s work has really just begun. That’s because once you eat food, your body’s digestive system works to process the food or get all the nutrients out of it. The body uses those nutrients to give you energy and keep you healthy.

The digestive system has many parts. In the upper digestive system, the teeth, saliva, and tongue work together to start breaking down food. First, the teeth help chew food. Saliva, the liquid in your mouth, also helps by softening food. The tongue and esophagus move food from the mouth to the stomach.

The stomach, which is the middle digestive system, acts like a “human mixing machine” to break down food even more. Chemicals and muscles work together in this process. After they finish, the food is soupy.

The lower digestive system contains the small intestine and the large intestine. These are called different things, but they are really one very long, connected tube. In the small intestine, which is more than twenty feet long, food gets more and more watery. This happens because chemicals and muscle contractions continue to break down the food. The small intestine absorbs nutrients from the food. The part that moves to the large intestine is waste, or what the body cannot use for nutrients. Eventually the excretory system excretes that waste.

The digestive system contains many parts, and they work together to provide energy to the body. The next time you eat a meal, think about how much your digestive system does to get nutrients from your food!



### Challenge

Ask students to identify why the author wrote this essay, or what its purpose is.

- » Its purpose is to teach someone about the way our bodies digest food.

- Ask students to turn to a partner and, according to the essay, name one body part that is included in the digestive system.

### MODELING: COMPLETING AN ESSAY MAP (7 MIN.)

- Distribute Activity Page 2.1, Blank Informative Essay Map, and display or project it.
- Tell students that you will read the essay aloud again and complete the first three sections on the map (*Title*, *Topic*, and *Body Paragraph One*). Students should complete their own copies of the map along with you.
- Reread the essay and model completing the essay map. Make sure to talk through your reasoning as you work. For example, you might read, “Digestion,” then say, “I know that’s the title of the essay, because it appears at the top before any of the essay’s sentences. I’ll put that on the essay map by *Title*.”

### Activity Page 2.1



## COMPLETING AN ESSAY MAP (8 MIN.)

- Ask students to complete the remaining sections of the essay map independently.
- Review student responses.

<b>Title</b>		<i>Digestion</i>
<b>Topic</b>		<i>how the digestive system works</i>
<b>Body Paragraph One</b>	<b>Main idea/topic sentence:</b>	<i>The upper digestive system starts breaking down food.</i>
	<b>Supporting facts, definitions, or details:</b>	<ul style="list-style-type: none"> <li>• <i>Teeth chew.</i></li> <li>• <i>Saliva softens.</i></li> <li>• <i>The tongue pushes food through the digestive system.</i></li> </ul>
<b>Body Paragraph Two</b>	<b>Main idea/topic sentence:</b>	<i>The middle digestive system makes food soupy.</i>
	<b>Supporting facts, definitions, or details:</b>	<ul style="list-style-type: none"> <li>• <i>stomach—a “human mixing machine”</i></li> <li>• <i>uses chemicals and muscles to break food down</i></li> </ul>
<b>(Optional) Body Paragraph Three</b>	<b>Reason two to support opinion:</b>	<i>The lower digestive system is the last part.</i>
	<b>Evidence for this reason:</b>	<ul style="list-style-type: none"> <li>• <i>consists of small and large intestines</i></li> <li>• <i>small intestine—absorbs nutrients</i></li> <li>• <i>large intestine—processes waste</i></li> </ul>
<b>Conclusion</b>	<b>Final thoughts about the topic:</b>	<i>The digestive system plays an important part in getting the body nutrients.</i>
	<b>One idea that could be explained better with an illustration:</b>	<i>the way the digestive system is organized</i>



### Check for Understanding

Ask students to explain the parts of an informative essay in their own words.

### WRAP-UP (3 MIN.)

- Ask students to work in pairs to discuss the following topics. As you read each topic, allow students approximately one minute to brainstorm the elements of each topic. You may wish to model the first topic as an example.
  - how to prepare for a spelling test
    - » Answers may vary but could include studying a little each day the week before the test, practicing writing out the words at home, and paying attention in class.
  - how to make a paper airplane
    - » Answers may vary but could include gathering your materials (paper, pens or markers to color designs on the plane), folding the paper, and taking some practice flights.
  - how to make a peanut butter and jelly sandwich
    - » Answers may vary but could include that you must gather your ingredients, spread the jelly on one piece of bread, spread the peanut butter on the other piece of bread, then put the pieces together.
- If time permits, ask student volunteers to share their ideas.
- Tell students that in the next Writing Studio lesson, they will plan an essay that describes the elements of a school day.

End Lesson

### Support

Have students identify the path food takes when traveling through the body using the diagram in the essay. Then ask students how that path relates to the order of the essay's paragraphs.



### Access

#### Entering/Emerging

Preteach the Informative Essay Map and offer heavy support as students describe the elements of an essay.

#### Transitioning/Expanding

Preteach the Informative Essay Map and offer moderate support as students describe the elements of an essay.

#### Bridging

Preteach the Informative Essay Map and offer light support as students describe the elements of an essay.

# Introducing Informative Writing

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## PRIMARY FOCUS OF LESSON

Students collaboratively plan an informative essay that describes how vision works. [W.3.5]

## FORMATIVE ASSESSMENT

Activity Page 3.1

**Blank Informative Essay Map** Students collaboratively plan an informative essay that describes how vision works. [W.3.5]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing Informative Writing (30 min.)</b>			
Modeling: Planning with Essay Maps	Whole Group	10 min.	<input type="checkbox"/> blank informative essay map
Connections: Vision	Partner	5 min.	
Planning with Essay Maps	Whole Group	10 min.	<input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> diagrams of parts of the eye
Wrap-Up	Partner	5 min.	

## ADVANCE PREPARATION

- Prepare to project or display two copies of the blank informative essay map for the Modeling and Planning with Essay Maps activities. You will fill out these maps during this lesson and display them again in Lesson 4.
- Prepare to distribute Activity Page 3.1, Blank Informative Essay Map, for each student to complete in the Planning with Essay Maps activity.

### Universal Access

- Although this Writing Studio unit aligns with Unit 5, *Light and Sound*, some content also draws on instruction about hearing and sight that students accessed in Unit 3, *The Human Body: Systems and Senses*. You may wish to review that material as needed prior to beginning this lesson.



## Lesson 3

# Introducing Informative Writing



**Primary Focus:** Students collaboratively plan an informative essay that describes how vision works. [W.3.5]

## MODELING: PLANNING WITH ESSAY MAPS (10 MIN.)

- Ask students to speak briefly with a partner about their favorite thing to listen to. This may be a song they like, the sound of the waves at the ocean, or the voice of someone they love, or something different.
- Tell students that although most of us hear many noises every day, many people cannot explain how we are able to hear.
- Explain that you want to write an essay that teaches readers about how hearing works. This is your essay's purpose.



### Check for Understanding

Ask students to paraphrase to a partner the purpose of the essay and why an informative essay is useful for this purpose.

- » The purpose is to help readers understand how hearing works. An informative essay is useful for this, because it can provide factual information about the parts of an ear and their function.

- Tell students that when you write, you like to plan your ideas. Explain that it is important to plan carefully to make sure your essay contains all the parts of a good essay.
- Ask students to name and describe the parts of an informative essay.
  - » Answers may include a title, introduction, body paragraphs with main ideas or topic sentences and supporting sentences, and a conclusion that offers final thoughts about the topic.

- Ask students what they have used essay maps for so far.
  - » Students have used essay maps to record and understand what information appears in an essay they have read or heard.
- Explain that essay maps can also help you plan an essay you want to write. Students will learn more about that in this lesson.
- Project a blank essay map.

## ➤ Blank Essay Map

- Use the think-aloud strategy to model using an essay map to help you plan an essay describing how hearing works. A sample text follows; however, you may feel free to customize it.

I know I want to write an essay describing how hearing works, so I'll use an essay map to help me organize my ideas.

The first element on the essay map is the title. I think I might call my essay "How We Hear," because that describes what the essay is about. [Write *How We Hear* by Title.] I know I can change my mind later, but for now I'll write that on the map.

For the topic, I know I want to write about how hearing works. [Write *how hearing works* by Topic.]

For my first body paragraph, the main idea will be that sound travels through waves or vibrations. [Write *We hear because of vibrations or sound waves.* by Main idea/topic sentence.] I know I need some supporting information for this paragraph. I think that should be the different components that deal with the waves. [Write *The ear works to trap the waves.* and *The brain helps us process the waves.* by Supporting facts, definitions, or details. As you build the supporting information, you may wish to ask students to offer input on additional information about hearing and add this to your essay map.]

For my next body paragraph, the main idea will be that the ear's parts all help us hear. [Write *All the ear's parts work together to help us hear.* by Main idea/topic sentence.] I can think of at least

two supporting examples—the outer ear and the middle ear. [Write *The outer ear catches vibrations.* and *The bones of the middle ear vibrate in response to sound waves.* by *Supporting facts, definitions, or details.* As you build the supporting information, you may wish to ask students to offer input on additional details and add these to your essay map.]

For my last body paragraph, the main idea will be that the brain helps us understand these vibrations. [Write *The brain processes these vibrations.* by *Main idea/topic sentence.*] I can think of at least two things that help make that happen. [Write *The cochlea's hairs move because of these vibrations.* and *Nerves carry messages about the vibrations to the brain.* by *Supporting facts, definitions, or details.* As you build the supporting information, you may wish to ask students to offer input on additional details and add these to your essay map.]

Finally, I need a conclusion. For my final thoughts, I want to remind readers that it's pretty amazing that we can hear. [Write *Hearing is pretty incredible.* by *Final thoughts about this topic.*] Ask students for suggestions about possible illustrations for this essay. [Add *the sound waves traveling into the ear* by *One idea that could be explained better with an illustration.*]

- 
- If you follow the suggested think-aloud strategy, your completed essay map should look as follows:

<b>Title</b>	<i>How We Hear</i>
<b>Topic</b>	<i>how hearing works</i>
<b>Body Paragraph One</b>	<b>Main idea/topic sentence:</b> <i>We hear because of vibrations or sound waves.</i>
	<b>Supporting facts, definitions, or details:</b> <ul style="list-style-type: none"> <li>• <i>The ear works to trap the waves.</i></li> <li>• <i>The brain helps us process the waves.</i></li> </ul>
<b>Body Paragraph Two</b>	<b>Main idea/topic sentence:</b> <i>All the ear's parts work together to help us hear.</i>
	<b>Supporting facts, definitions, or details:</b> <ul style="list-style-type: none"> <li>• <i>The outer ear catches vibrations.</i></li> <li>• <i>The bones of the middle ear vibrate in response to the sound waves.</i></li> </ul>
<b>(Optional) Body Paragraph Three</b>	<b>Reason two to support opinion:</b> <i>The brain processes all these vibrations.</i>
	<b>Evidence for this reason:</b> <ul style="list-style-type: none"> <li>• <i>The cochlea's hairs move because of these vibrations.</i></li> <li>• <i>Nerves carry messages about the vibrations to the brain.</i></li> </ul>
<b>Conclusion</b>	<b>Final thoughts about the topic:</b> <i>Hearing is pretty incredible.</i>
	<b>One idea that could be explained better with an illustration:</b> <i>the sound waves traveling into the ear</i>

- Explain that you can use this plan to help you write your essay. You will do that in the next Writing Studio lesson. Save your completed model essay map; you will use it again in the next lesson.

### CONNECTIONS: VISION (5 MIN.)

- Tell students that in this lesson they will think about how vision works. Tell students that they will speak with a partner about how our bodies see.
- Read the following items aloud, pausing between items to let students discuss briefly in pairs:
  - Describe what you can see if you walk into in a completely dark room.
  - Describe what you see if the sun is shining into your eyes.
  - Name as many parts of the eye as you can.
  - Describe the function, or job, of each part of the eye you named.

### PLANNING WITH ESSAY MAPS (10 MIN.)

- Tell students that now they will use an essay map to work together to plan an essay that describes how vision works. They should use Activity Page 3.1, Informative Essay Map, to help their planning.
- Display Activity Page 3.1 and distribute a copy of it to each student.

#### Activity Page 3.1



#### ➤ Activity Page 3.1

- Direct students' attention to the blank informative essay map on Activity Page 3.1. Explain that you all will work together to plan an essay that describes how vision works. You will fill out the essay map projection, and students should fill out their individual essay maps with the same information. You may wish to explain that the third body paragraph is optional; students should make sure to complete the sections for at least two body paragraphs.
- Use the think-aloud strategy to guide students' suggestions about how to complete the essay map. One sample example appears below, but you should customize your essay map to reflect your school and students' suggestions.

<b>Title</b>		<i>What a Sight!</i>
<b>Topic</b>		<i>how vision works</i>
<b>Body Paragraph One</b>	<b>Main idea/topic sentence:</b>	<i>You must have light to see.</i>
	<b>Supporting facts, definitions, or details:</b>	<ul style="list-style-type: none"> <li>• <i>We see the light reflecting off of things.</i></li> <li>• <i>We can see with natural (sunlight) or artificial (light bulbs) light.</i></li> </ul>
<b>Body Paragraph Two</b>	<b>Main idea/topic sentence:</b>	<i>The eye's different parts help us see.</i>
	<b>Supporting facts, definitions, or details:</b>	<ul style="list-style-type: none"> <li>• <i>cornea—light bends</i></li> <li>• <i>pupil—lets in more or less light</i></li> <li>• <i>lens—focuses</i></li> </ul>
<b>(Optional) Body Paragraph Three</b>	<b>Reason two to support opinion:</b>	<i>We see with our eyes and our brains.</i>
	<b>Evidence for this reason:</b>	<ul style="list-style-type: none"> <li>• <i>Light rays hit the retina, but they form an upside-down picture.</i></li> <li>• <i>Our brains help us flip the image so we see right-side up.</i></li> </ul>
<b>Conclusion</b>	<b>Final thoughts about the topic:</b>	<i>It takes a lot of different steps for us to see.</i>
	<b>One idea that could be explained better with an illustration:</b>	<i>the parts of the eye</i>

## Challenge

Ask students to list specific functions performed by different parts of the eye.

## Support

Provide images of the parts of the eye for students to consult as they plan.



## Access

### Entering/Emerging

Provide heavy support and review materials related to vision with students one-on-one.

### Transitioning/Expanding

Provide moderate support and review materials related to vision as students discuss how vision works with partners.

### Bridging

Provide light support and review materials related to vision as students consider how vision works.

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**WRAP-UP (5 MIN.)**

- Tell students that in the next Writing Studio lesson they will use the essay map to help them write a class essay about how vision works.
- Explain that the essay map offers an outline of important parts of an essay, but it does not include all the details.
- Tell students to turn and talk with a partner about important details they might add for each element on the essay map.
- If time permits, allow students to share their ideas with the class.
- You may wish to keep a note of these details to incorporate into the essay you will draft in the next lesson.

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End Lesson

# Introducing Informative Writing

## PRIMARY FOCUS OF LESSON

Students collaborate to draft an informative essay that describes how vision works. [W.3.2]

## FORMATIVE ASSESSMENT

Activity Page 4.1

**Drafting Paper** Students collaborate to draft an informative essay that describes how vision works. [W.3.2]



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing Informative Writing (30 min.)</b>			
Connections: Essay Maps	Whole Group	2 min.	
Modeling: Writing an Essay	Whole Group	10 min.	❑ essay map for “How We Hear”
Writing an Essay	Whole Group	15 min.	❑ Activity Page 3.1 ❑ Activity Page 4.1
Wrap-Up	Partner	3 min.	

## ADVANCE PREPARATION

- Prepare to project the two essay maps you completed in the previous class: one from the Modeling activity and another, Activity Page 3.1, from the Planning with Essay Maps activity.
- Prepare to compose the Modeling activity draft on a projection for the class or on chart paper.
- Prepare Activity Page 4.1 (blank drafting paper, available as a Blackline Master in Teacher Resources) or word processors (optional) for students to use in the Writing an Essay activity.

## Lesson 4

# Introducing Informative Writing



**Primary Focus:** Students collaborate to draft an informative essay that describes how vision works. [W.3.2]

## CONNECTIONS: ESSAY MAPS (2 MIN.)

- Ask students to describe how you used essay maps in the previous lesson.
  - » Maps were used to plan the class essay on how vision works and the model essay on how hearing works.
- Explain that in this lesson, you will use the maps as a guide while you write your essays.

## MODELING: WRITING AN ESSAY (10 MIN.)

- Display the essay map you prepared in the previous class.
- Use the think-aloud strategy to demonstrate writing an essay based on the map. (An example essay appears below, but you may customize this as needed for your class.)
- As you talk, compose your essay draft on the displayed chart paper or on a projection as students observe.

Now that I've planned my essay, it's time to start writing. First, an essay needs a title. I know from my map that I want to call my essay "How We Hear." [Add *How We Hear* to the top of your document.]

Next, an essay needs an introduction that explains what it is about. In this case, I need to give some information about the topic. [Write *The human ear is specially designed to help people hear a range of sounds.* Leave room before it for an additional sentence.] That's the main idea of my essay, but I should add

a sentence to introduce that and make people interested in the topic. Some people think ears look strange, so maybe this essay's information can help teach them something new about why they are made the way they are. [Write *Have you ever wondered why ears look the way they do?* as the first sentence of the essay.] That information should come at the start, I think, so that it helps readers be interested in the essay.

---

- Use the think-aloud strategy to complete the remaining parts of the essay draft: the two body paragraphs and the conclusion.
  - Tell students that now that you have written your essay, you want to read it all the way through to hear how it sounds.
  - Read your essay aloud. Although you may customize as desired, a sample essay appears below.
- 

### **How We Hear**

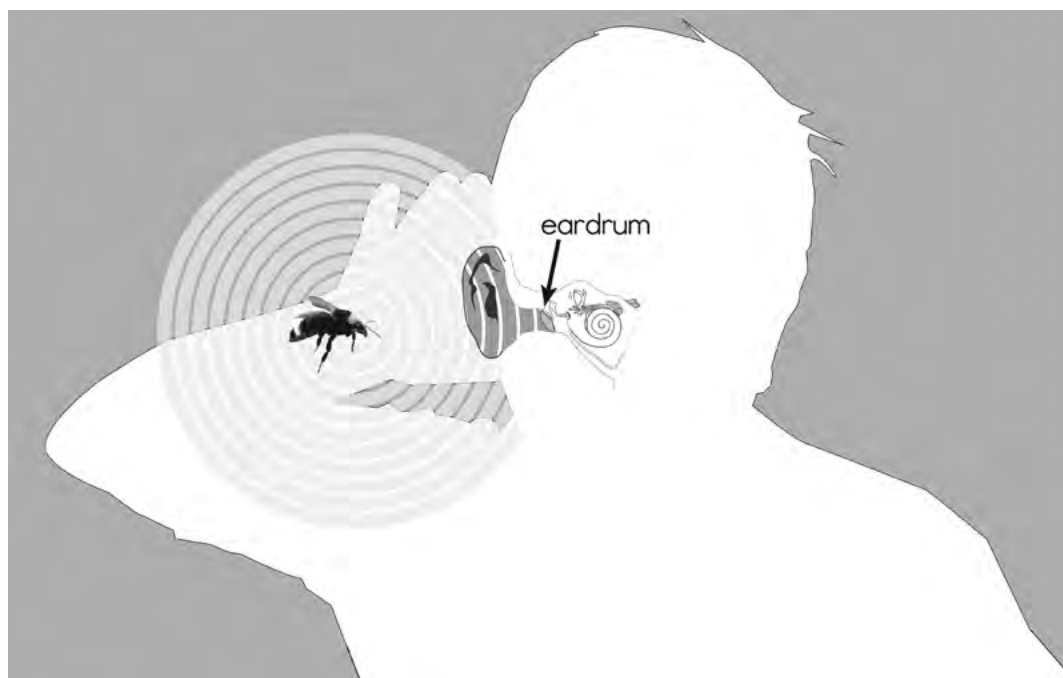
Have you ever wondered why your ears look the way they do? The human ear is specially designed to help people hear a certain range of sounds.

Sound travels through the air by waves, or vibrations. When these vibrations are trapped by the ear and move through its parts, we hear them. The brain also plays a part in our hearing.

The process sounds complicated, but it is actually pretty simple. All the ear's parts work together to help us hear. The outer ear catches vibrations and helps direct them into the inside of the ear through the canal. Inside the canal, the waves hit the eardrum, which vibrates. This also makes the bones of the middle ear vibrate.

All these vibrations cause the fluid in the inner ear to move around, and that moves some tiny hairs in part of the ear called the cochlea. Eventually, the nerves in the ear carry impulses from this vibration to the brain. The brain processes all these impulses and helps us understand what sounds we are hearing.

Clearly the hearing process involves many steps, and it is pretty amazing that we are able to hear so well. Just like sight, hearing is an incredible process.



- Remind students that you wanted to write this essay to show people how hearing works.
- Ask students how this might be different if it were written as a narrative.
  - » Answers may vary, but they could include that a narrative might show a character who lost his hearing or one who was able to hear new sounds for the first time. For example, it might show a character who got tubes in her ears, then heard the train whistle near her house at night as she prepared to go to bed.

### WRITING AN ESSAY (15 MIN.)

- Tell students that now they will use Activity Page 3.1, the essay map completed in the previous class, to work together to write an essay describing how vision works.
- Display the essay map completed in the previous class and ask each student to get out his or her copy of the map.
- Review the map aloud with students.

## Challenge

Ask students to personalize their essays by adding specific details about different conditions for seeing things (e.g., in a dark environment, in bright sunlight).

## Support

Have students discuss each element with a partner and talk through possible sentences to add to the draft.

## Activity Page 4.1



## Access

### Entering/Emerging

Facilitate a preteaching discussion of the essay map, providing heavy support as student groups paraphrase parts of the essay map into sentences.

### Transitioning/Expanding

Facilitate a preteaching discussion of the essay map, providing moderate support as student pairs paraphrase parts of the essay map into sentences.

### Bridging

Facilitate a preteaching discussion of the essay map, providing light support as students paraphrase parts of the essay map into sentences.



## Check for Understanding

Ask students to explain each element of an essay as you review the essay map.

- Go through the essay map element by element, asking students to speak with a partner about each element. Then have volunteers suggest possible sentences to represent each part. Use these suggestions to draft a class essay. Although you may customize the discussion for your students, an example follows.

We said in the last class that we thought vision had several important components. Turn and tell one of your classmates about those components. [Allow a short time for students to speak in pairs.] Now raise your hand silently if you'd like to suggest a sentence about how those components work together. [Call on a few students to gather suggestions, then incorporate some of them into the writing as you draft.]

- As you write, you may choose to have students also draft the essay on their own Activity Page 4.1 or a word processor.
- Make sure to read the essay aloud at the end of the drafting process.
- Ask students to review the essay's information against the map to make sure it covers each part of the map.

## WRAP-UP (3 MIN.)

- Have students take turns paraphrasing the class essay to a partner.
- Tell students that in the next lesson, they will continue working on informative essays.

End Lesson

# Introducing Informative Writing

## PRIMARY FOCUS OF LESSON

Students research and gather information about how rainbows form.  
[W.3.7, W.3.8]

## FORMATIVE ASSESSMENT

Activity Page 5.1

### Gathering And Organizing Information

Students research and gather information about how rainbows form. [W.3.7, W.3.8]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing Informative Writing (30 min.)</b>			
Modeling: Gather Information	Whole Group	6 min.	☐ “Model: Gathering Information”
Connections: How Rainbows Form	Whole Group	6 min.	☐ <i>Adventures in Light And Sound</i> ☐ Additional Materials On Rainbows (optional)
Gather Information	Small Group	15 min.	☐ Activity Page 5.1 ☐ Prism
Wrap-Up	Whole Group	3 min.	

## ADVANCE PREPARATION

- Prepare to display “Model: Gathering Information” from Teacher Resources.
- This lesson draws on content from Unit 5, *Adventures in Light and Sound*. If students need review on that content, you may direct them to review the relevant passages from their Student Readers. The pacing guide contains recommendations for appropriate lessons to review.
- Prepare to distribute Activity Page 5.1.
- Prepare to arrange students into small groups.

## Universal Access

- Prepare questions to guide students in organizing information.
  - Is this true about all rainbows?
  - How does nature make rainbows?
  - How can people make rainbows?
  - What is an interesting fact that might help make people interested in rainbows?

## Lesson 5

# Introducing Informative Writing



**Primary Focus:** Students research and gather information about how rainbows form. [W.3.7, W.3.8]

## MODELING: GATHER INFORMATION (6 MIN.)

- Ask students to name the kind of essay you have been discussing in Writing Studio.
  - » Students have been learning about informative essays.
- Tell students that the author of the essay “How We Hear” used tools to help organize information about hearing. Explain that when writing, you often have to collect information before you can decide how to arrange it.
- Display “Model: Gather Information,” which shows information gathered in the writing of “How We Hear,” from Teacher Resources.

### ➤ Model: Gather Information – “How We Hear”

- Review the worksheet, explaining that the first section allows writers to list all the information they have, while the second section helps them organize that information into related groups.



### Check for Understanding

Ask students to explain the gathering and organizing steps in their own words.

## CONNECTIONS: HOW RAINBOWS FORM (6 MIN.)

- Tell students that they will use their own worksheets to gather and organize information about rainbows. They will use this information in an essay that explains at least two different ways a rainbow can form.
- Distribute Activity Page 5.1 to each student and explain that they will work together to gather information about how rainbows form.

### Activity Page 5.1





## Support

Use a prism to demonstrate one method for producing rainbows.

- Guide students in listing different aspects of rainbows in Section II on Activity Page 5.1. As students name different elements, each student should record them on their Activity Page.
- Students may consult the Student Reader *Adventures in Light and Sound* as they work if necessary.

## GATHER INFORMATION (15 MIN.)

## Challenge

Ask students to propose their own illustrations of the manner of forming a rainbow they will discuss in their essay.

- Arrange students into small groups and explain that they will work together in groups to collect information.
- Use the following questions to guide students through the process of thinking about how to organize the information they have gathered. You may ask each question, allow students to discuss briefly in their groups, then move to the next question.
  - Does this list at least two different ways to make a rainbow?
  - What makes these ways similar?
  - What makes these two ways different?
  - Should these ways of making a rainbow be in the same paragraph or in different paragraphs? Give a reason for your choice.
- Circulate and offer feedback as students work. A sample completed activity page follows.



## Access

### Entering/Emerging

Review relevant material from *Adventures in Light and Sound* and ask framing questions with heavy support.

### Transitioning/Expanding

Review relevant material from *Adventures in Light and Sound* and ask framing questions with moderate support.

### Bridging

Review relevant material from *Adventures in Light and Sound* and ask framing questions with light support.

## Model: Gathering Information

In order to write good informative essays, it is important to gather the information you want to share with readers. You must also organize that information into categories or sections. This worksheet will help you do that.

<b>Essay Topic:</b> <i>rainbows</i>	
<b>Use the following space to list all the information or elements you would like to discuss about your topic.</b>	
<i>ROYGBIV order of rainbow colors</i> <i>rainbow made by refraction</i> <i>White light has all the colors in it.</i> <i>prisms</i> <i>If it's sunny and raining at same time that can make a rainbow.</i>	
<b>In the following space, organize your elements into related groups. At the top of each list, write a heading that describes how the items in the list are related.</b>	
<b>Group A</b>	<b>Group B</b>
<b>Heading:</b> <i>man-made rainbows</i>  <i>made with a prism</i> <i>colors in ROYGBIV order</i>	<b>Heading:</b> <i>natural rainbows</i>  <i>made from raindrops</i> <i>colors in ROYGBIV order</i>

## WRAP-UP (3 MIN.)

- Ask student groups to share the way they organized their information.
- Tell students that in the next lesson they will use this information to plan their essays.

~~~~~  
End Lesson  
~~~~~

# Introducing Informative Writing

## PRIMARY FOCUS OF LESSON

Students plan informative essays about how rainbows form. [W.3.5]

## FORMATIVE ASSESSMENT

Activity Page 6.1

**Blank Informative Essay Map** Students plan informative essays about how rainbows form. [W.3.5]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing Informative Writing (30 min.)</b>			
Connections: Rainbows	Small Group	5 min.	<input type="checkbox"/> Activity Page 5.1
Modeling: Planning an Essay	Whole Group	6 min.	<input type="checkbox"/> “Model: Gather Information” <input type="checkbox"/> essay map for “How We Hear”
Planning an Essay	Small Group	14 min.	<input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> Activity Page 6.1
Wrap-Up	Partner	5 min.	<input type="checkbox"/> Activity Page 6.1

## ADVANCE PREPARATION

- Make sure students have Activity Page 5.1, which they completed in the previous lesson.
- Prepare to display “Model: Gather Information” and the essay map for “How We Hear,” which were prepared in previous lessons.
- Prepare to arrange students into the same small groups as in the previous lesson.
- Prepare to distribute copies of Activity Page 6.1, Blank Informative Essay Map, available in Teacher Resources, to each student.

## Lesson 6

# Introducing Informative Writing



**Primary Focus:** Students plan informative essays about how rainbows form. [W.3.5]

## CONNECTIONS: RAINBOWS (5 MIN.)

- Ensure that students have Activity Page 5.1, which they completed in the previous lesson.
- Remind students that in the previous lesson, they gathered and organized information on at least two different ways that rainbows can form.



### Check for Understanding

Ask students to explain how they approached organizing their information.

- » Answers may vary but could include that they assigned each way of forming a rainbow its own paragraph.

- Ask students to work in the same groups as in the previous lesson to review Activity Page 5.1. In the next part of the lesson, they will use that information to plan their essays.

## MODELING: PLANNING AN ESSAY (6 MIN.)

- Remind students that you also completed a worksheet to gather and organize information about hearing. Display “Model: Gather Information.”

### ➤ Model: Gather Information – “How We Hear”

- Tell students that in order to incorporate this information into your essay, you used it to complete an essay map.

- Display the “How We Hear” essay map you completed in Lesson 3 and guide students through the way that each section on the “Model: Gather Information” worksheet became a body paragraph on the essay map. You may also wish to explain that you added additional paragraphs to present different information that did not fit in the paragraphs outlined on your worksheet.
- Continue illustrating as needed with different parts of the information worksheet and the essay map.

### PLANNING AN ESSAY (14 MIN.)

- Assemble students into the same small groups from the start of the lesson.
- Distribute Activity Page 6.1, which each student will use to plan his or her essay.
- Have student groups work to plan their essays following the model illustrated. Suggested times for students to spend on each section follow; however, you may allocate the time as best suits your students’ needs.
  - Title and Topic: 4 min.
  - Body Paragraph One: 4 min.
  - Body Paragraph Two: 4 min.
  - Conclusion: 2 min.
- As students work, circulate and check in with each group’s progress. For reference, a sample completed essay map follows.

#### Activity Page 6.1



## Challenge

Ask students to think about which section should come first in their essay and to give reasons for their choice.

## Support

Remind students of Activity Page 5.1's organizational system, showing them how the headings for Groups A and B relate to the main ideas of paragraphs in an essay.



## Access

**Entering/Emerging**  
Preteach “Model: Gather Information” and the essay map for “How We Hear,” offering heavy support in guiding student groups to describe the relationship between the information on each.

**Transitioning/Expanding**  
Preteach “Model: Gather Information” and the essay map for “How We Hear,” offering moderate support in guiding student pairs to describe the relationship between the information on each.

**Bridging**  
Preteach “Model: Gather Information” and the essay map for “How We Hear,” offering light support in guiding students to describe the relationship between the information on each.

<b>Title</b>		<i>Rare Rainbows</i>
<b>Topic</b>		<i>how rainbows are formed</i>
<b>Body Paragraph One</b>	<b>Main idea/topic sentence:</b>	<i>Rainbows form from the refraction of white light.</i>
	<b>Supporting facts, definitions, or details:</b>	<ul style="list-style-type: none"> <li>• <i>Refraction: how light looks when it moves between different things</i></li> <li>• <i>White light contains all the colors.</i></li> </ul>
<b>Body Paragraph Two</b>	<b>Main idea/topic sentence:</b>	<i>Some rainbows can be man-made.</i>
	<b>Supporting facts, definitions, or details:</b>	<ul style="list-style-type: none"> <li>• <i>You can make a mini-rainbow with a prism.</i></li> <li>• <i>A prism is a piece of glass with a special shape that refracts light.</i></li> </ul>
<b>(Optional) Body Paragraph Three</b>	<b>Reason two to support opinion:</b>	<i>Some rainbows are naturally made.</i>
	<b>Evidence for this reason:</b>	<ul style="list-style-type: none"> <li>• <i>Raindrops can refract light.</i></li> <li>• <i>When this happens, we get rainbows across the sky.</i></li> </ul>
<b>Conclusion</b>	<b>Final thoughts about the topic:</b>	<i>Now you can see why rainbows are rare.</i>
	<b>One idea that could be explained better with an illustration:</b>	<i>Rainbows always have their colors in the same order. Use illustration to show that order.</i>

## WRAP-UP (5 MIN.)

- Have students partner with a student from a different group and summarize each group's essay map.
- Tell students that in the next lesson, they will start drafting their essays.

End Lesson

# Introducing Informative Writing

## PRIMARY FOCUS OF LESSON

Students compose an informative essay describing at least two different ways to form a rainbow. [W.3.2, W.3.2a, W.3.2b]

## FORMATIVE ASSESSMENT

Activity Page 7.1

**Drafting Paper** Students compose an informative essay describing at least two different ways to form a rainbow.  
[W.3.2, W.3.2a, W.3.2b]



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing Informative Writing (30 min.)</b>			
Connections: It's In the Details	Whole Group	2 min.	
Modeling: Drafting Informative Essays	Whole Group	8 min.	☐ Introduction and Sample Body Paragraph of "How We Hear"
Drafting Informative Essays	Small Group	17 min.	☐ Activity Page 7.1 ☐ Activity Page 6.1 ☐ Activity Page 5.1
Wrap-Up	Partner	3 min.	☐ Activity Page 7.1

## ADVANCE PREPARATION

- Prepare to display the introduction and sample body paragraph from "How We Hear," available in Teacher Resources.
- Prepare to distribute Activity Page 7.1 (blank drafting paper, available as a Blackline Master in Teacher Resources) or word processors (optional).
- Make sure students have their completed Activity Pages 6.1 and 5.1 from previous lessons.

### Universal Access

- Prepare sentences starters as follows:
  - One way to make a rainbow is . . .
  - A rainbow forms when . . .
  - Another thing that causes a rainbow is . . .
  - Rainbows are rare because . . .

## Lesson 7

# Introducing Informative Writing



**Primary Focus:** Students compose an informative essay describing at least two different ways to form a rainbow. [W.3.2, W.3.2a, W.3.2b]

## CONNECTIONS: IT'S IN THE DETAILS (2 MIN.)

- Tell students that in this lesson they will start drafting their essays describing how we hear. They will start by writing the introduction and body paragraphs from their essay map. To do that well, it is important to think about how to write paragraphs with good details and strong supporting information.
- Ask students to name what makes a good detail.
  - » Good details offer information about a topic. They help the reader understand it better.

## MODELING: DRAFTING INFORMATIVE ESSAYS (8 MIN.)

- Tell students that you have been thinking about the best way to write strong introductions and body paragraphs for “How We Hear.”
- Display the introduction from “How We Hear” and ask a student to read it aloud.

### ➤ “How We Hear” – Introduction

Have you ever wondered why your ears look the way they do? The human ear is specially designed to help people hear a certain range of sounds.

- Ask students to identify the topic sentence.
  - » The human ear is specially designed to help people hear a certain range of sounds.
- Explain that this essay’s introduction is effective because it identifies the topic and explains what the essay will be about. However, you could add more detail to help explain it.
- Ask students where you might add detail to the introduction.
  - » Answers may vary but could include that you might explain some of the different kinds of sounds humans hear.

- Model adding detail to the introduction.
- Display the sample body paragraph from “How We Hear” and explain that you want to add better details to it.

### ➤ “How We Hear” – Sample Body Paragraph

The process sounds complicated, but it is actually pretty simple. All the ear’s parts work together to help us hear. The outer ear catches vibrations and helps direct them into the inside of the ear through the canal. Inside the canal, the waves hit the eardrum, which vibrates. This also makes the bones of the middle ear vibrate.

- Ask a student volunteer to read the paragraph aloud.
- Ask students to identify the paragraph’s topic sentence.
  - » All the ear’s parts work together to help us hear.
- Remind students that a strong topic sentence identifies the paragraph’s subject and main idea. This sentence is a strong topic sentence, because it states the paragraph’s specific topics (hearing) and main idea (*ears are made to help us hear*). It also uses linking words (*also*) to show how this idea relates to other ideas in the essay (*bones of middle ear vibrate like the eardrum*).
- Point out that the paragraph could be improved with better details. It tells readers some things that happen in the ear to help us hear, but it does not offer many specific details to explain the different parts of the ear.
- Use the think-aloud strategy to demonstrate using more details. An example follows, but you may customize it to suit your class.

---

I’d like to add more detail to my draft to help make it stronger. In listening to it, I realized that I could do a better job explaining the different parts of the ear. I remember from the Reader that the outer ear is the part of the ear you can see. [Add *or the part you can see and touch* after the phrase *the outer ear*.]

---



### Check for Understanding

Ask students to suggest other details that could improve the paragraph.

- » Answers may vary but could include adding the names of the bones of the middle ear.
-

- Tell students that they will begin drafting their informative essays in this lesson, and as they do so, they should think about writing paragraphs with good details.

### DRAFTING INFORMATIVE ESSAYS (17 MIN.)

- Distribute Activity Page 7.1, which each student will use to record his or her essay draft.
- Direct student groups through drafting the following components of their essays. Suggested times follow, but you may customize these according to your class's needs.
  - Introduction: 5 min.
  - Body Paragraph One: 6 min.
  - Body Paragraph Two: 6 min.

A sample essay appears in Lesson 8.

### WRAP-UP (3 MIN.)

- Ask students to reread their body paragraph drafts and circle one word that could be more precise. Tell them to turn and talk to a peer to brainstorm a more specific word to use.
- Tell students that in the next lesson they will continue drafting their essays and will revise to add better details.

~~~~~  
End Lesson  
~~~~~

### Activity Page 7.1



### Challenge

Ask students to add one more piece of supporting information to their body paragraphs.

### Support

Review the information students prepared in planning their essays and guide them in identifying the supporting information for each paragraph.



### Access

#### Entering/Emerging

Provide sentence starters and heavy support to guide students in drafting introductions and body paragraphs.

#### Transitioning/Expanding

Provide sentence starters and moderate support to guide students in drafting introductions and body paragraphs.

#### Bridging

Provide sentence starters and light support to guide students in drafting introductions and body paragraphs.

# Introducing Informative Writing

## PRIMARY FOCUS OF LESSON

Students compose an informative essay describing at least two different ways to form a rainbow. [W.3.2, W.3.2c, W.3.2d]

## FORMATIVE ASSESSMENT

Activity Page 7.1

**Drafting Paper** Students compose an informative essay describing at least two different ways to form a rainbow.  
[W.3.2, W.3.2c, W.3.2d]

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Introducing Informative Writing (30 min.)</b>			
Connections: Essay Drafts	Independent	5 min.	☐ Activity Page 7.1
Modeling: Linking Words, Details, Conclusions	Whole Group	11 min.	☐ “How We Hear” draft
Linking Words, Details, Conclusions	Small Group	11 min.	☐ Activity Page 7.1
Wrap-Up	Whole Group	3 min.	

## ADVANCE PREPARATION

- Make sure students have Activity Page 7.1 from the previous lesson.
- Prepare to display “How We Hear” with the revisions made in the previous lesson.

### Universal Access

- Prepare sentence frames and a word bank using the following model. The correct term is shown in parenthesis.
  - Many birds exist, \_\_\_\_\_ not that many frogs exist. (but)
  - I like salad. I \_\_\_\_\_ like candy. (also)
  - One good way to study is to make sure it is quiet. \_\_\_\_\_ is to make sure you do not have any distractions. (Another)
  - I enjoy sleeping late \_\_\_\_\_ playing outside. (and)

## Lesson 8

# Introducing Informative Writing



**Primary Focus:** Students compose an informative essay describing at least two different ways to form a rainbow. [W.3.2, W.3.2c, W.3.2d]

**CONNECTIONS: ESSAY DRAFTS (5 MIN.)**

- Ask students to reread the drafts they started in the previous lesson.

**MODELING: LINKING WORDS, DETAILS, CONCLUSIONS (11 MIN.)**

- Ask students to recall how they revised their essays in the previous unit.
  - » Answers may vary, but students should recall that they tried a different organizational structure in their essays.
- Tell students that in this lesson, they will revise to make sure they have good details in their essays. They will also use the information they just reviewed to make sure their essays have clear transitions and a solid conclusion.
- Use the think-aloud strategy to model how to add linking words and details to body paragraphs and how to draft a conclusion. A completed text follows, but you may customize it for your class.

I know that I drafted my body paragraphs already, but I want to see if I can add better details anywhere else. For example, I have the phrase *ear canal*, but I might need to explain what that is. [Add *the opening into your ear* after *canal*.] I see that I've already used the linking words *also*, *and*, and *but* in the essay, but I wonder if I can add any linking words, such as *more* or *another* to the essay.



### Check for Understanding

Ask students to name some additional places you might add detail or use linking words in the essay.

- 
- Continue this process to explain drafting a conclusion for the essay. A sample text follows, but you may feel free to customize the essay for your class.
- 

### How We Hear

Have you ever wondered why your ears look the way they do? The human ear is specially designed to help people hear a certain range of sounds, from a soft whisper to the loud noise of an airplane engine.

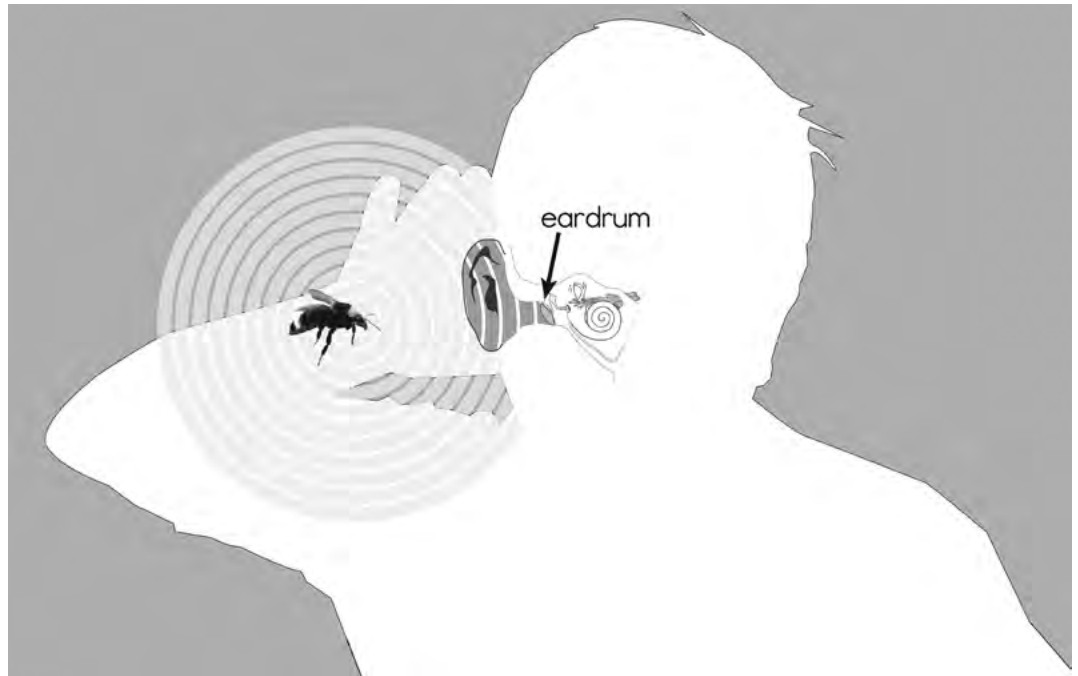
Sound travels through the air by waves, or vibrations. When these vibrations are trapped by the ear and move through its parts, we hear them. The brain also plays a part in our hearing.

The process sounds complicated, but it is actually pretty simple. All the ear's parts work together to help us hear. The outer ear, or the part you can see and touch, catches vibrations and helps direct them into the inside of the ear through the canal, or the opening into our ear. Inside the canal, the waves hit the eardrum, which vibrates. This also makes the bones of the middle ear—the hammer, anvil, and stirrup—vibrate.

All these vibrations cause the fluid in the inner ear to move around, and that moves some tiny hairs in part of the ear called the cochlea. Eventually, the nerves in the ear carry impulses from this vibration to the brain. The brain processes all these impulses and helps us understand what sounds we are hearing.



Clearly the hearing process involves many steps, and it is pretty amazing that we are able to hear so well. Just like sight, hearing is an incredible process.



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### LINKING WORDS, DETAILS, CONCLUSIONS (11 MIN.)

- Make sure students have Activity Page 7.1, on which they began drafting their essays.
- Guide student groups through the process of drafting their essays' conclusions, details, and transitions. Suggested times follow, but you may customize these according to your class's needs.
  - Conclusion: 4 min.
  - Linking words: 4 min.
  - Facts, definitions, and details: 3 min.
- A sample text follows for reference, but you should feel free to customize as needed according to the needs of your classroom.

---

## Rare Rainbows

If you've ever seen a rainbow, you've probably felt excited. Rainbows are special things that do not happen that often in nature. However, if you know a bit about rainbows and how they are formed, you can learn how to spot them or even make your own version at home.

Rainbows form when light is refracted, or passes through something clear. White light is not actually white. It contains all the colors of the rainbow. That means that when it gets refracted, you can see those colors, and that's how a rainbow forms.

To make a rainbow, then, you have to have refraction. Some rainbows can be man-made. If you have a prism, a piece of glass with a special shape, you can refract light and make a mini-rainbow in a window at your house.

Other rainbows are naturally made. These rainbows are the kind you have probably seen in the sky. These rainbows form when raindrops refract light. That is why you sometimes see rainbows when it is raining, but the sun is shining also. These things combine to make a rainbow.

No matter how your rainbow is formed, it will always have the colors in the same order. If you list them (red, orange, yellow, green, blue, indigo, violet), you get the name Roy G. Biv. Remembering that name can help you remember the order of a rainbow's colors. Remembering how rainbows only form with refraction can help you understand why they are rare. It can also help you know where to look for them.

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## Challenge

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Have students experiment with switching the order of their body paragraphs and revising the linking words accordingly.

## Support

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Have students brainstorm with a partner different ways to conclude their essays.



## Access

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### Entering/Emerging

Use sentence frames and offer heavy support to help students practice using linking words correctly.

### Transitioning/Expanding

Use sentence frames and offer moderate support to help students practice using linking words correctly.

### Bridging

Use sentence frames and offer light support to help students practice using linking words correctly.

---

**WRAP-UP (3 MIN.)**

- Ask students to speak with a partner about the following prompts:
  - Reading this essay would help someone learn about rainbows because \_\_\_\_\_.
  - Reading this essay would help someone think about how to see rainbows more often because \_\_\_\_\_.
  - Reading this essay would be useful for a new Grade Three student who was about to study rainbows because \_\_\_\_\_.
- You may wish to collect student work and evaluate using the *Third Grade Writing Rubric: Informative/Explanatory Writing*, available in Teacher Resources.
- Tell students they will learn more about informative essays and other kinds of writing in future Writing Studio lessons.

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End Lesson

Writing Studio 4

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# **Developing Informative Writing**

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# Developing Informative Writing

## PRIMARY FOCUS OF LESSON

Students identify and describe the purpose and features of a biography. [W.3.2]

## FORMATIVE ASSESSMENT

Activity Page 1.1

**Blank Informative Essay Map** Students identify and describe the purpose and features of a biography. [W.3.2]



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Developing Informative Writing (30 min.)</b>			
Connections: Biographies	Whole Group	5 min.	
Read-Aloud: "Alexander Graham Bell"	Whole Group	7 min.	☐ "Alexander Graham Bell"
Completing an Essay Map	Independent	8 min.	☐ Activity Page 1.1
Introduce the Prompt	Whole Group	7 min.	☐ Biography Writing Prompt
Wrap-Up	Independent	3 min.	

## ADVANCE PREPARATION

- Prepare to project or display "Alexander Graham Bell." Alternatively, you may provide copies of the essay for each student.
- Prepare to project or display Activity Page 1.1, Blank Informative Essay Map. A Blackline Master is available in Teacher Resources. Ensure that each student has a copy of the template that he or she may fill out during the class discussion.
- Prepare to project or display the Biography Writing Prompt. Alternatively, you may provide copies of the prompt for each student.

## Universal Access

- Prepare questions to help students distinguish the topic sentences from supporting details. Examples include:
  - Is the main idea of the paragraph that Bell's parents called him Aleck?
  - What did Bell love most?
  - Why was Bell important enough to write a biography about?

## Lesson 1

# Developing Informative Writing



**Primary Focus:** Students identify and describe the purpose and features of a biography. [W.3.2]

**CONNECTIONS: BIOGRAPHIES (5 MIN.)**

- Ask students to explain what a biography is.
  - » A biography tells true information about a person and his or her life. Usually this person is famous or important.
- Why would someone write a biography?
  - » Answers may vary but might include that biographies provide information about a person. They explain or describe what that person's life was like, what he or she accomplished, or what made the person important or famous.
- Remind students that they have studied three different kinds of writing. Ask students what kind of writing a biography is.
  - » A biography is informative writing.
- Ask students to turn and talk with a partner about someone whose biography they would like to read. If time permits, you may allow one or more students to share their answers with the class.
- Explain that students will spend the next several lessons writing biographies.

**READ-ALOUD: "ALEXANDER GRAHAM BELL" (7 MIN.)**

- Tell students that you have an example of a biography to share with them. It is based on information they have read before in a Student Reader.
- Project or display "Alexander Graham Bell." Alternatively, you may provide copies of the essay for each student.

**➤ Alexander Graham Bell**

- Read the biography aloud.

---

## Alexander Graham Bell

One of the most famous inventors of all time lived over one hundred years ago. His name was Alexander Graham Bell, but his parents called him Aleck. Aleck Bell loved thinking of new things to invent more than anything else in the world, especially to help other people.

Alexander Bell was born March 3, 1847, in Edinburgh, Scotland. In school, Aleck's best subjects were science and music, which he learned from his mother. Aleck's mother was nearly deaf, so she played music mostly by feel. Aleck's father was an important speech professor. He studied the sounds of the English language, similar to the phonics you studied to learn how to read.

The example of both his mother and father was an inspiration for Aleck. He became interested in inventing things on his own. He especially wanted to invent things to help other people. As a boy, Aleck and his brother invented a speaking machine.

The invention that he is most famous for, however, happened when he was older and working in Boston. There, he and a young mechanic named Thomas Watson invented the telephone. They soon formed the Bell Telephone Company to make and sell their new invention.

Bell continued to invent things for the rest of his life. He passed his love of learning on to his grandchildren and inspired a whole group of new inventors.



Alexander Graham Bell

- 
- Ask students to turn to a partner and name one interesting fact the biography includes about Alexander Graham Bell.

### COMPLETING AN ESSAY MAP (8 MIN.)

- Distribute Activity Page 1.1, Blank Informative Essay Map, and display or project it.

#### ➤ Activity Page 1.1

- Ask students to review how they have used this kind of map before.
  - » Students have used essay maps to outline and plan essays.
- Have student volunteers review the items on the essay map.

### Challenge

Ask students to identify why the author wrote this essay, or what its purpose is.

- » Its purpose is to teach someone about Alexander Graham Bell and the things he accomplished.

### Activity Page 1.1



## Support

Model completing the information for body paragraph one, noting how to distinguish the main idea and topic sentence from supporting details.



## Access

### Entering/Emerging

Ask yes/no questions and provide heavy support to help students distinguish topic sentences from details.

### Transitioning/Expanding

Ask short-answer questions and provide moderate support to help students distinguish topic sentences from details.

### Bridging

Ask open-ended questions and provide light support to help students distinguish topic sentences from details.

- Ask students to complete the essay map independently based on the material in “Alexander Graham Bell.” You may wish to model the first item or two. Make sure to talk through your reasoning as you work. For example, you might read, “Alexander Graham Bell,” then say, “I know that’s the title of the essay, because it appears at the top before any of the essay’s sentences. I’ll put that on the essay map by *Title*.”
- Review student responses.

<b>Title</b>		<i>Alexander Graham Bell</i>
<b>Topic</b>		<i>Alexander Graham Bell's life and inventions</i>
<b>Body Paragraph One</b>	<b>Main idea/topic sentence:</b>	<i>Alexander Bell's childhood</i>
	<b>Supporting facts, definitions, or details:</b>	<ul style="list-style-type: none"> <li>• <i>He was born March 3, 1847 in Scotland.</i></li> <li>• <i>He liked science and math.</i></li> </ul>
<b>Body Paragraph Two</b>	<b>Main idea/topic sentence:</b>	<i>Aleck's parents helped inspire him.</i>
	<b>Supporting facts, definitions, or details:</b>	<ul style="list-style-type: none"> <li>• <i>He wanted to invent things, especially to help people.</i></li> <li>• <i>He and his brother invented a speaking machine.</i></li> </ul>
<b>(Optional) Body Paragraph Three</b>	<b>Main idea/topic sentence:</b>	<i>Bell is most famous for inventing the telephone.</i>
	<b>Supporting facts, definitions, or details:</b>	<ul style="list-style-type: none"> <li>• <i>He worked with Thomas Watson.</i></li> <li>• <i>They were in Boston.</i></li> <li>• <i>They founded a company to make and sell phones.</i></li> </ul>
<b>Conclusion</b>	<b>Final thoughts about the topic:</b>	<i>Bell kept inventing for the rest of his life.</i>
	<b>One idea that could be explained better with an illustration:</b>	<i>what Bell looked like</i>

## INTRODUCE THE PROMPT (7 MIN.)

- Tell students that in the next Writing Studio lesson, they will work on writing biographies.
- Display the Biography Writing Prompt and read it aloud, repeating as necessary.

### ➤ Biography Writing Prompt

Our class has been learning lately about astronomy. One thing we could learn more about is all the people and animals who have gone into space.

Write a biography about an animal or person who has traveled into space. Your teacher will help you determine how to pick your subject, conduct research, plan, draft, and publish your biography. Your biography may be published with the others in your class to produce a collection of biographies of space travelers!



### Check for Understanding

Ask students to explain the prompt in their own words.

## WRAP-UP (3 MIN.)

- Ask students to turn and talk with a partner about whether they would like to write a biography of a person or an animal who traveled in space. Students should give a reason or reasons for their choice.
- If time permits, ask student volunteers to share their ideas.
- Tell students that in the next Writing Studio lesson, they will pick their subjects and start researching them.

End Lesson

# Developing Informative Writing

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## PRIMARY FOCUS OF LESSON

Students research and gather information about the subjects of their biographies. **[W.3.7]**

---

## FORMATIVE ASSESSMENT

**Activity Page 2.1**

**Gathering Information** Students research and gather information about the subjects of their biographies. **[W.3.7]**

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Developing Informative Writing (30 min.)</b>			
Connections: Biographies	Whole Group	5 min.	<input type="checkbox"/> Biography Writing Prompt
Selecting a Subject	Whole Group	5 min.	<input type="checkbox"/> List of possible subjects for student biographies
Gathering Information	Independent	15 min.	<input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> Assorted Reference Materials
Wrap-Up	Small Group	5 min.	

## ADVANCE PREPARATION

- Determine whether you will assign students the subject of their biography or whether they will be allowed to select their subject. If you are assigning topics, prepare those assignments. If you are allowing students to select their own subjects, assemble a list of possibilities and guidelines for the selection process. A sample list follows, but you should customize it for your class.
  - Scott Kelly
  - Mark Kelly
  - Sandra Magnus
  - Neil Armstrong
  - Mae Jemison
  - Valentina Tereshkova
  - Sally Ride
  - Robert Lawrence
  - Guion Bluford
  - Laika (animal)
  - Ham (animal)
  - Miss Baker (animal)
  - Able (animal)



- Assemble trade books, articles, or other reference materials about various people and animals who have visited space. You will need multiple sources on each subject. If your classroom technology allows, you may also wish to have students consult the NASA website or other online sources, with appropriate guidance and supervision, for information about active and former astronauts. You may wish to allow students to use the Unit 7 Student Reader, *What's In Our Universe?* as one source of information.
- Ensure that students have the Biography Writing Prompt, reviewed in the previous class, for reference as needed.
- Prepare to distribute Activity Page 2.1.
- Prepare to arrange students in small groups. Each group should consist of 3–4 students who are writing their biographies about different subjects.

### Universal Access

- If students need particular support, you may wish to assign their subjects in advance and preteach one or more reference materials on that subject.
- Prepare sentence frames based on the questions in Activity Page 2.1. For example, “The most important thing for readers to know about \_\_\_\_\_ is \_\_\_\_\_ because \_\_\_\_\_.”

~~~~~ Start Lesson ~~~~~

## Lesson 2

# Developing Informative Writing



**Primary Focus:** Students research and gather information about the subjects of their biographies. [W.3.7]

### CONNECTIONS: BIOGRAPHIES (5 MIN.)

- Ask students to name the kind of writing they have been discussing in Writing Studio.
  - » Students have been learning about biographies, which are a kind of informative writing.
- Ask students to define *biography*.
  - » Answers may vary, but students should understand that biographies share true information about someone’s life. Usually they are written about people who are famous or significant in some way.

- Ask students to turn to a partner and review the Biography Writing Prompt.
- Have volunteers review the guidelines in the prompt. Answer any questions or address any points of confusion about the assignment as needed.

### SELECTING A SUBJECT (5 MIN.)

- Distribute Activity Page 2.1 to each student.
- If you have assigned students' subjects in advance, please share those assignments with students. If you are allowing students to select their own subjects, review the guidelines for that process and allow them to determine their subjects now.
- Have students write the name of their subject in the appropriate place on Activity Page 2.1.
- If time permits, allow students to turn and talk with a partner, naming their subject and giving a reason they selected the subject (if applicable) or naming something they hope to learn about their subject.

### GATHERING INFORMATION (15 MIN.)

- Tell students that they will use Activity Page 2.1 to gather and organize information about the subject of their biographies.
- Ensure that each student has a reference item to consult for research. Students will conduct additional research in subsequent lessons, so it is okay for them to spend this entire lesson exploring a single source.
- Guide students in using their reference materials to respond to the questions on Activity Page 2.1.



#### Check for Understanding

Ask a student volunteer to read a question and share his or her answer to it.

### Activity Page 2.1



### Support

Allow students working on the same subject to conduct research in pairs.

### Challenge

Ask students to add more than one answer to applicable questions, such as "Why was your subject's travel in space important?"



### Access

#### Entering/Emerging

Use sentence frames and heavy support to help students complete Activity Page 2.1.

#### Transitioning/Expanding

Use sentence frames and moderate support to help students complete Activity Page 2.1.

#### Bridging

Use sentence frames and light support to help students complete Activity Page 2.1.

- Circulate as students work, offering feedback on their work. A sample completed activity page follows.

---

### Gathering Information

In order to write good biographies, it is important to learn about your subject, or who you are writing about. This worksheet will help you do that.

My biography is about Miss Baker.

Use the resources your teacher provides to answer the following questions about your subject.

1. When was your subject born?
    - » 1957
  2. Where is your subject from?
    - » Florida
  3. List any other important facts about your subject's childhood or early life.
    - » She was one of a group NASA selected to try to go to space. Only she and one of her peers, Miss Able, were selected for the final round.
  4. When did your subject go into space?
    - » 1959
  5. What did your subject do in space?
    - » traveled there for 16 minutes
  6. Why was your subject's work in space important?
    - » She helped show that you could survive a space trip.
  7. List any other interesting or important facts about your subject.
    - » got on television, lived a very long time, people leave bananas on her grave
  8. What is the most important thing for readers to know about your subject?
    - » She was a monkey!
  9. What did your subject do after going to space?
    - » She got married, appeared in magazines, and lived a long life in Alabama and Florida.
-

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**WRAP-UP (5 MIN.)**

- Arrange students into small groups.
- Explain that within each group, students should share the person or animal they are writing about and name 1–2 of the most interesting things they learned from their research about this subject.
- Tell students that in the next lesson they will continue researching and gathering information to plan their essays.

~~~~~End Lesson~~~~~

# Developing Informative Writing

---

## PRIMARY FOCUS OF LESSON

Students conduct additional research about the subjects of their biographies. **[W.3.7]**

## FORMATIVE ASSESSMENT

Activity Page 3.1

**Gathering Additional Information** Students conduct additional research about the subjects of their biographies. **[W.3.7]**

## LESSON AT A GLANCE

|                                                 | Grouping    | Time    | Materials                                                                                                                                         |
|-------------------------------------------------|-------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Developing Informative Writing (30 min.)</b> |             |         |                                                                                                                                                   |
| Connections: Expanding Research                 | Whole Group | 5 min.  |                                                                                                                                                   |
| Gathering Additional Information                | Independent | 20 min. | <input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> Activity Page 3.1<br><input type="checkbox"/> Assorted Reference Materials |
| Wrap-Up                                         | Small Group | 5 min.  |                                                                                                                                                   |

## ADVANCE PREPARATION

- Assemble trade books, articles, or other reference materials about various people and animals who have visited space. You will need multiple sources on each subject. If your classroom technology allows, you may also wish to have students consult the NASA website or other online sources, with appropriate guidance and supervision, for information about active and former astronauts. You may wish to allow students to use the Unit 7 Student Reader, *What's In Our Universe?* as one source of information.
- Ensure that students have the Biography Writing Prompt, reviewed in the previous class, for reference as needed.
- Ensure that students have Activity Page 2.1, which they completed in the previous lesson.
- Prepare to distribute Activity Page 3.1.

### Universal Access

- Prepare questions based on the prompts in Activity Page 3.1. For example, "What is one new thing you learned about your subject?"

## Lesson 3



# Developing Informative Writing

**Primary Focus:** Students conduct additional research about the subjects of their biographies. [W.3.7]

## CONNECTIONS: EXPANDING RESEARCH (5 MIN.)

- Ask students to name the kind of writing they have been discussing in Writing Studio.
  - » Students have been learning about biographies, which are a kind of informative writing.
- Ask students to name different ways they might learn about a person's life.
  - » Answers may vary but could include talking to the person; interviewing the person's friends, family, or coworkers; reading books or news articles about the person; reading things the person wrote; watching videos of the person talking or working; etc.
- Ask students to turn to a partner and name the way he or she believes to be the best way to learn about a person.
- Tell students that sometimes it is important to use more than one kind of source to learn about a person—or any subject.
- Ask students to explain why it may be helpful to use more than one source.
  - » Answers may vary but could include that different sources offer different kinds of information. For example, an interview with a person's friends may reveal things about them that a news report would not.
- Tell students that in this lesson they will consult new sources to gather more information about their biographies' subjects.

## GATHERING ADDITIONAL INFORMATION (20 MIN.)

- Ensure that each student has Activity Page 2.1, which they completed in the previous lesson.

- Distribute Activity Page 3.1.
- Tell students that they will use Activity Page 3.1 to gather and organize information about the subject of their biographies.
- Ensure that each student has a reference item to consult for research. This should not be the same reference item they used in the previous lesson.
- Guide students in using their reference materials to respond to the questions on Activity Page 3.1.
- Circulate as students work, offering feedback on their work. A sample completed activity page follows.

### Gathering Additional Information

You've already started doing research about your biography's subject. However, doing really good research requires looking at more than one source. The questions on this page will help you think about how your new research adds to what you have already learned about your subject.

1. Read through your new source. You will want to have Activity Page 2.1 handy while you read.
2. As you read your new source, look at Activity Page 2.1. Any time you see something in your new source that you already recorded on that Activity Page, draw a star by it on the Activity Page.
3. Use the new resources your teacher provides to record important new facts you learn about your subject.
  - » - In space Miss Baker got to feel what it is like without gravity.
  - Miss Baker liked to eat things like crackers and peanuts.
  - She was a kind of monkey called a squirrel monkey.
4. Now that you have read more than one source about your subject, what do you believe is the most important fact about him or her?
  - » Many students wrote letters to Miss Baker after her trip. She was so important that on some days she got over one hundred letters!
5. Describe how doing additional research changed your ideas about your subject.
  - » I learned she was a lot more popular than I expected.

### Activity Page 3.1



### Support

Allow students working on the same subject to conduct research in pairs.

### Challenge

Ask students to identify any major differences between their sources. For example, did they both have the same main idea about the subject? Did they use the same kind of illustrations?



### Access

#### Entering/Emerging

Ask yes/no questions and offer heavy support to help students complete Activity Page 3.1.

#### Transitioning/Expanding

Use short answer questions and offer moderate support to help students complete Activity Page 3.1.

#### Bridging

Ask open-ended questions and offer light support to help students complete Activity Page 3.1.



---

**WRAP-UP (5 MIN.)**

- Read the following items, asking students to raise their hands at the description that best fits their work.
    - I learned new things about my subject today.
    - Doing more research made me think about my subject in a new way.
    - I have new ideas about what to put in my biography now that I have done more research on my subject.
- 



### Check for Understanding

Ask a student volunteer to share how doing additional research made him or her think about the biography subject in a new way.

---

- Tell students that in the next lesson they will plan their biographies.
- 

End Lesson

---

# Developing Informative Writing

## PRIMARY FOCUS OF LESSON

Students organize and plan biographies about a person or animal who has traveled to space. [W.3.5, W.3.8]

## FORMATIVE ASSESSMENT

Activity Page 4.1

**Blank Informative Essay Map** Students organize and plan biographies about a person or animal who has traveled to space. [W.3.5, W.3.8]

## LESSON AT A GLANCE

|                                                 | Grouping    | Time    | Materials                                                                                                                              |
|-------------------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Developing Informative Writing (30 min.)</b> |             |         |                                                                                                                                        |
| Connections: Biographies                        | Whole Group | 5 min.  | <input type="checkbox"/> Activity Pages 2.1 and 3.1                                                                                    |
| Planning an Essay                               | Independent | 20 min. | <input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> Activity Page 3.1<br><input type="checkbox"/> Activity Page 4.1 |
| Wrap-Up                                         | Partner     | 5 min.  | <input type="checkbox"/> Activity Page 4.1                                                                                             |

## ADVANCE PREPARATION

- Make sure students have Activity Pages 2.1 and 3.1, which they completed in the previous lesson.
- Prepare to arrange students into pairs. Each member of the pair should be writing about a different subject.
- Prepare to distribute copies of Activity Page 4.1, Blank Informative Essay Map, available in Teacher Resources, to each student.

## Universal Access

- Prepare an example to model how students might use a piece of information collected in research to complete an element on the essay map.

## Lesson 4

# Developing Informative Writing



**Primary Focus:** Students organize and plan biographies about a person or animal who has traveled to space. [W.3.5, W.3.8]

## CONNECTIONS: BIOGRAPHIES (5 MIN.)

- Ensure that students have Activity Pages 2.1 and 3.1, which they completed in the previous lesson.
- Remind students that in the previous lesson, they gathered information on the subject of their biographies.



### Check for Understanding

Ask students to review the purpose of a biography.

- » Answers may vary but could include that biographies inform readers about the life of someone who is important or significant.

- Ask students to turn and talk with a peer about the most interesting thing they learned when researching their subjects.
- If time permits, you may allow a few volunteers to share their interesting fact.

## PLANNING AN ESSAY (20 MIN.)

- Distribute Activity Page 4.1, which each student will use to plan his or her essay.
- Review the components on Activity Page 4.1, ensuring that students understand what each one represents.

Activity Page 4.1



- Have students plan their essays following the model illustrated. Suggested times for students to spend on each section follow; however, you may allocate the time as best suits your students' needs. If students are not writing three body paragraphs, you may redistribute the time allotted to that paragraph.
  - Title and Topic: 3 min.
  - Body Paragraph One: 5 min.
  - Body Paragraph Two: 5 min.
  - Body Paragraph Three: 5 min.
  - Conclusion: 2 min.
- As students work, circulate and provide support as needed. For reference, a sample completed essay map follows.

|                                        |                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title</b>                           |                                                                      | <i>Miss Baker's Wild Ride</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Topic</b>                           |                                                                      | <i>Miss Baker, a monkey in space</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Body Paragraph One</b>              | <b>Main idea/topic sentence:</b>                                     | <i>Miss Baker's early life was not that unique.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                        | <b>Supporting facts, definitions, or details:</b>                    | <ul style="list-style-type: none"> <li>• <i>born in 1957</i></li> <li>• <i>a squirrel monkey</i></li> <li>• <i>liked to eat peanuts and crackers</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Body Paragraph Two</b>              | <b>Main idea/topic sentence:</b>                                     | <i>Miss Baker went to space!</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                        | <b>Supporting facts, definitions, or details:</b>                    | <ul style="list-style-type: none"> <li>• <i>NASA selected her to train for a space mission.</i></li> <li>• <i>Only two monkeys from her group were sent to space.</i></li> <li>• <i>She was in space for 16 minutes in a tiny capsule about as big as a thermos.</i></li> <li>• <i>When she was there, she got to feel what it was like to be without gravity.</i></li> <li>• <i>She helped prove that creatures could survive going into space.</i></li> <li>• <i>She helped us be able to send people to space.</i></li> </ul> |
| <b>(Optional) Body Paragraph Three</b> | <b>Main idea/topic sentence:</b>                                     | <i>Miss Baker became very important.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                        | <b>Supporting facts, definitions, or details:</b>                    | <ul style="list-style-type: none"> <li>• <i>After her trip, she was on television and in magazines.</i></li> <li>• <i>She received over one hundred letters each day from fans.</i></li> <li>• <i>People still leave bananas on her grave.</i></li> </ul>                                                                                                                                                                                                                                                                        |
| <b>Conclusion</b>                      | <b>Final thoughts about the topic:</b>                               | <i>Many people may not realize it, but one of America's important space travelers was a monkey named Miss Baker.</i>                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                        | <b>One idea that could be explained better with an illustration:</b> | <i>what Miss Baker's space capsule looked like</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

## Challenge

Ask students to think about one thing that makes their subject unlike other astronauts. If time permits, students may conduct additional research to discover such information.

## Support

Model how to use information gathered in research to complete a section of the essay map on Activity Page 4.1.



## Access

### Entering/Emerging

Ask students to describe their subjects aloud, then model how to complete an element of the essay map using their information.

### Transitioning/Expanding

Ask students to describe their subjects aloud, then offer moderate support as they complete an element of the essay map using their information.

### Bridging

Ask students to describe their subjects aloud, then offer light support as they complete an element of the essay map using their information.

---

**WRAP-UP (5 MIN.)**

- Have each student summarize his or her essay map for a partner.
- If time permits, have students tell their partners one or two things that they would like to learn about the partner's subject.
- Tell students that in the next lesson, they will start drafting their essays.

~~~~~End Lesson~~~~~

# Developing Informative Writing

## PRIMARY FOCUS OF LESSON

Students compose biographies of a person or animal who has traveled to space. [W.3.2, W.3.2a, W.3.2b]

## FORMATIVE ASSESSMENT

Activity Page 5.1

**Blank Drafting Paper** Students compose biographies of a person or animal who has traveled to space. [W.3.2, W.3.2a, W.3.2b]



## LESSON AT A GLANCE

|   | Grouping    | Time    | Materials  |
|---|-------------|---------|--|
| <b>Developing Informative Writing (30 min.)</b> |             |         |  |
| Connections: Main Ideas                         | Whole Group | 5 min.  |  |
| Drafting Biographies                            | Independent | 18 min. | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Activity Page 4.1<br><input type="checkbox"/> Activity Page 3.1<br><input type="checkbox"/> Activity Page 2.1 |
| Wrap-Up   | Partner     | 7 min.  | <input type="checkbox"/> Activity Page 5.1   |

## ADVANCE PREPARATION

- Ensure that each student has Activity Pages 4.1, 3.1, and 2.1, which they will use to draft their biographies and which were completed in previous lessons.
- Prepare to distribute Activity Page 5.1 (blank drafting paper, available as a Blackline Master in Teacher Resources) or word processors (optional).

### Universal Access

- Prepare sample paragraphs that students may use to identify topic sentences.

## Lesson 5

# Developing Informative Writing



**Primary Focus:** Students compose biographies of a person or animal who has traveled to space. [W.3.2, W.3.2a, W.3.2b]

## CONNECTIONS: MAIN IDEAS (5 MIN.)

- Tell students that in this lesson they will start drafting biographies of a person or animal who traveled in space. They will start by writing the introduction and body paragraphs from their essay map. To do that well, it is important to think about how to write paragraphs with clear main ideas.
- Ask students to name what makes a topic sentence.
  - » Answers may vary, but students should understand that good topic sentences help show the paragraph's main idea. They are clear, and they relate to the subject of the biography.

## DRAFTING BIOGRAPHIES (18 MIN.)

- Distribute Activity Page 5.1, which each student will use to record his or her essay draft.
- Ensure that each student has Activity Pages 4.1, 3.1, and 2.1, which they will use to draft their biographies.
- Direct students through drafting the following components of their essays. Suggested times follow, but you may customize these according to your class's needs.
  - Introduction: 3 min.
  - Body Paragraph One: 5 min.
  - Body Paragraph Two: 5 min.
  - Body Paragraph Three: 5 min.

A sample essay appears in Lesson 6.

## Activity Page 5.1



## Challenge

Ask students to add a detail that supports each paragraph's topic sentence.

## Support

Ask students to underline the topic sentence in each paragraph.



## Access

### Entering/Emerging

Ask students to orally describe the main idea of each paragraph, then provide heavy support as they develop those main ideas into topic sentences.

### Transitioning/Expanding

Ask students to orally describe the main idea of each paragraph, then provide moderate support as they develop those main ideas into topic sentences.

### Bridging

Ask students to orally describe the main idea of each paragraph, then provide light support as they develop those main ideas into topic sentences.

---

### WRAP-UP (7 MIN.)

- Have students exchange their drafts with a peer. Each student should read his or her partner's draft, then share what he or she believes to be the biography's most important fact.
- 



#### Check for Understanding

Ask a volunteer or two to share their partner's topic sentence.

---

- Have students write one suggestion for how they might emphasize the biography's most important fact.
  - Tell students that if their partner did not name the same fact they believe is most important, they may revise in the next lesson to help highlight that fact.
- 

End Lesson

---

# Developing Informative Writing

# 6

## PRIMARY FOCUS OF LESSON

Students add transition words and conclusions to their biographies.  
[W.3.2, W.3.2c, W.3.2d]

## FORMATIVE ASSESSMENT

Activity Page 5.1

**Drafting Paper** Students add transition words and conclusions to their biographies.  
[W.3.2, W.3.2c, W.3.2d]

## LESSON AT A GLANCE

|   | Grouping    | Time    | Materials                    |
|---|-------------|---------|------------------------------|
| <b>Developing Informative Writing (30 min.)</b> |             |         |                              |
| Connections: Draft Review                       | Independent | 5 min.  | ☐ Activity Page 5.1          |
| Putting It All Together                         | Whole Group | 5 min.  |                              |
| Drafting Linking Words and Conclusions          | Independent | 17 min. | ☐ Activity Pages 4.1 and 5.1 |
| Wrap-Up   | Whole Group | 3 min.  |                              |

## ADVANCE PREPARATION

- Make sure students have Activity Pages 5.1 and 4.1 from previous lessons. They may also wish to have Activity Pages 3.1 and 2.1 to consult their research.

### Universal Access

- Prepare a list of linking words for students to consult as they work on their biography drafts.

## Lesson 6

# Developing Informative Writing



**Primary Focus:** Students add transition words and conclusions to their biographies. [W.3.2, W.3.2c, W.3.2d]

## CONNECTIONS: DRAFT REVIEW (5 MIN.)

- Ask students to reread the drafts they started in the previous lesson.

## PUTTING IT ALL TOGETHER (5 MIN.)

- Tell students that in this lesson, they will finish drafting their essays. They will make sure that they have good transitions and a solid conclusion.
- Ask students what kinds of words help create good transitions or show connections between ideas.
  - » linking words or transition words



### Check for Understanding

Ask students to name linking words and explain how they connect ideas.

- » Answers may vary but could include the word *another*, which could connect two pieces of evidence or details.

- Ask students to turn and share the main idea of their biography with a partner.
- Tell students that they should use their conclusions to make sure this main idea is expressed in their biographies.

## DRAFTING LINKING WORDS AND CONCLUSIONS (17 MIN.)

### Challenge

Have students experiment with drafting a different conclusion for their essays. They should evaluate which is better and give a reason for their choice.

### Support

Ask students to describe their essay's main point; offer support as needed to help them incorporate that point into the biography's conclusion.



### Access

#### Entering/Emerging

Provide a list of linking words and heavy support as students develop their transitions.

#### Transitioning/Expanding

Provide a list of linking words and moderate support as students develop their transitions.

#### Bridging

Provide a list of linking words and light support as students develop their transitions.

- Make sure students have Activity Page 5.1, on which they began drafting their essays.
- Guide students through the process of drafting their essays' conclusions and transitions. Suggested times follow, but you may customize these according to your class's needs.
  - Linking words: 6 min.
  - Conclusion: 6 min.
  - Final read-through: 5 min.
- A sample text follows for reference, but you should feel free to customize as needed according to the needs of your classroom.

### Miss Baker's Wild Ride

In 1957, a squirrel monkey was born. Later she would be named Miss Baker, but when she was first born, she probably did not seem that unique or special. Like other squirrel monkeys, she liked eating peanuts and crackers. When she was young, Miss Baker did not seem that different from other monkeys.

However, Miss Baker became special when she got a little older. NASA picked her as one of a group of monkeys trained to go into space. The training was so difficult that only two monkeys from the group were finally sent to space. Miss Baker and another monkey, Miss Able, went. They were in space for 16 minutes in a tiny capsule about as big as a thermos. This was important, because they got to feel what it is like without gravity. Another reason this was important was that they landed back on Earth safely. This helped prove humans could also travel to space safely.

After her space trip, Miss Baker was one of America's most important monkeys. Television stations showed videos of her, and magazines published her picture. She even got fan mail! Sometimes she got more than one hundred letters in a single day! She got married to another monkey and lived in Florida and Alabama. Miss Baker lived a long life for a monkey.

Miss Baker did something no person had ever done before—she went to space! Because she did this, she helped America learn how to send people to space. She also helped people learn more about the space program. Today people still leave bananas on Miss Baker’s grave as a way to show how important she was and how much they liked her.

Many people may not realize it, but one of America’s important space travelers was a monkey named Miss Baker.

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### WRAP-UP (3 MIN.)

- Ask students to speak with a partner about the following prompts:
  - Reading this essay would help someone learn about the subject because \_\_\_\_\_.
  - Reading this essay would help someone think about why space exploration is important because \_\_\_\_\_.
  - Reading this essay would be useful for someone who wants to become an astronaut because \_\_\_\_\_.
- Tell students they will continue working on their biographies in the next lesson.

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End Lesson



# Developing Informative Writing

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## PRIMARY FOCUS OF LESSON

Students select images to illustrate their biographies and compose captions for those images. [W.3.2, W.3.2a]

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## FORMATIVE ASSESSMENT

### Illustrations

Students select images to illustrate their biographies and compose captions for those images. [W.3.2, W.3.2a]

## LESSON AT A GLANCE

|   | Grouping    | Time    | Materials   |
|---|-------------|---------|---|
| <b>Developing Informative Writing (30 min.)</b> |             |         |   |
| Connections: Captions and Illustrations         | Whole Group | 5 min.  | <input type="checkbox"/> Image Cards for Unit 7, <i>Astronomy</i> |
| Picking Illustrations and Writing Captions      | Independent | 20 min. | <input type="checkbox"/> Assorted Reference Materials             |
| Wrap-Up   | Small Group | 5 min.  |   |

## ADVANCE PREPARATION

- Assemble resource materials containing images pertaining to each biography subject. If your classroom technology allows, you may also wish to have students wish to consult the NASA website or other online sources (such as the Library of Congress, which has many public domain images), with appropriate guidance and supervision, for possible illustrations. Alternatively, you may wish to adapt this lesson to allow students to draw their own illustrations rather than selecting images from other sources.
- Prepare to display image cards from Unit 7, *Astronomy*, during the Connections activity.
- Ensure that students have the drafts of their biographies, which they completed in the previous lesson.
- Prepare to arrange students into groups. Each group should consist of students who wrote about the same biographical subject.

### Universal Access

- Prepare a collection of images and possible captions. (These images and captions need not be space-related.) Ask students to consider which captions would work well with each image and which would not work well. Students should give a reason for their choice.
- Rather than asking students to search for images, prepare a small set of images from which students may select their favorite illustration pertaining to their subject. Prepare a caption bank for these images.

## Lesson 7



# Developing Informative Writing

**Primary Focus:** Students select images to illustrate their biographies and compose captions for those images. [W.3.2, W.3.2a]

## CONNECTIONS: CAPTIONS AND ILLUSTRATIONS (5 MIN.)

- Ask students to explain why illustrations are an important part of a book or piece of writing.
  - » Answers may vary but could include that they help readers understand or visualize things, that they are entertaining, or that they make it easier to imagine what is being described in the text.
- Ask students to define the word *caption*.
  - » A caption is the description of an illustration. It explains what the illustration shows.
- Use the Image Cards from Unit 7, *Astronomy*, to lead a discussion about captions and images. You may wish to pay particular attention to the following images, as they depict people or animals who have traveled in space:
  - C.U7.L9.2 Stamps Honoring Space Dog Laika
  - C.U7.L9.3 Armstrong, Collins, and Aldrin
  - C.U7.L9.5 Aldrin on the Moon; Armstrong in the Reflection
- Tell students that in this lesson they will select images to illustrate their biographies. They will also write captions for those images.

### Illustrations



### Support

Provide a caption bank from which students may select possible captions.

### Challenge

Ask students to prepare more than one image and caption for their biographies.

## PICKING ILLUSTRATIONS AND WRITING CAPTIONS (20 MIN.)

- Ensure that each student has his or her biography draft, which was completed in previous lessons.
- Distribute reference materials or explain the procedure through which students will explore images online.
- Guide students in selecting images and writing captions for them, providing support as needed.
- Circulate as students work, offering feedback on their work.

## WRAP-UP (5 MIN.)

- Arrange students into groups, each consisting of students who wrote biographies of the same subject.
- Ask students to share their illustration and caption with the group. Students should give a reason to explain why they selected the image they chose. If students selected more than one illustration, they may pick their favorite to share with the group.



### Check for Understanding

Ask a student volunteer to share his or her image and caption with the entire class.

- Tell students that in the next lesson they will create final, polished copies of their biographies.

End Lesson



### Access

#### Entering/Emerging

Provide an image and caption bank and offer heavy support to help students select captions for their illustrations.

#### Transitioning/Expanding

Provide an image and caption bank and offer moderate support to help students select captions for their illustrations.

#### Bridging

Provide an image and caption bank and offer light support to help students select captions for their illustrations.

# Developing Informative Writing

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## PRIMARY FOCUS OF LESSON

Students use keyboarding techniques to produce a final, publishable copy of their astronaut biographies. **[W.3.6]**

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## FORMATIVE ASSESSMENT

### Final Biographies

**Polishing** Students use keyboarding techniques to produce a final, publishable copy of their astronaut biographies. **[W.3.6]**

## LESSON AT A GLANCE

|   | Grouping    | Time    | Materials  |
|---|-------------|---------|--|
| <b>Developing Informative Writing (30 min.)</b> |             |         |  |
| Connections: Polishing and Publishing Your Work | Whole Group | 5 min.  |  |
| Creating a Final, Polished Copy                 | Independent | 22 min. | ☐ Keyboard, Word Processor, Biography Drafts (Activity Page 5.1) |
| Wrap-Up   | Whole Group | 3 min.  |  |

## ADVANCE PREPARATION

- Assemble the necessary devices for students to type final, polished versions of their biographies. If necessary, reserve time in the school computer lab. Alternatively, if technology is not available, you may adapt this lesson to have students rewrite clean copies of their biographies.
- Ensure that students have the drafts of their biographies, which they completed in the previous lesson.
- Prepare to display copies of drafts and final work. These may be previous assignments students have completed, or they may be samples prepared for this lesson. Alternatively, you may wish to compile examples from famous documents, such as the various drafts and revisions of historical documents (the Gettysburg Address, the Bill of Rights, etc.).
- As an additional enrichment option, you may wish to consider compiling the astronaut biographies into a class book. If you would like to pursue this option, you may wish to plan the specific logistical requirements for completing it.

### Universal Access

- Preteach the basics of keyboarding, providing scaffolding as needed for students who require additional support.

## Lesson 8

# Developing Informative Writing



**Primary Focus:** Students use keyboarding techniques to produce a final, publishable copy of their astronaut biographies. [W.3.6]

**CONNECTIONS: POLISHING AND PUBLISHING YOUR WORK (5 MIN.)**

- Ask students to review the various parts of the writing process they have worked on during the biography assignment.
  - » Answers may vary but could include research, planning, drafting, illustrating, and captioning.
- Ask students to name a part of the process they have not yet worked on.
  - » Students should recognize that they have not published or created clean copies of their work. They may also say that they have not done revision or editing; you may wish to devote additional time to include these steps if desired.
- Use the drafts and final versions of writing to lead a discussion on what is required in publishing or creating a final copy of writing.
- Tell students that in this lesson they will prepare a final, polished copy of their work. If you are going to publish their work in some way, you may wish to explain that process at this time.



## Check for Understanding

Ask a student volunteer to explain why it is important to create a clean copy of your final draft.

## CREATING A FINAL, POLISHED COPY (22 MIN.)

- Ensure that each student has his or her biography draft, which was completed in previous lessons.
- Ensure that each student has access to the appropriate device or technology. Review any guidelines for using this equipment.
- Guide students in typing their final biographies, providing support as needed.
- Circulate as students work, offering feedback on their work.

## WRAP-UP (3 MIN.)

- If you are compiling student work into a class book, you may wish to inform students of the next things they will do with their biographies.
- You may wish to collect student work and evaluate using the *Third Grade Writing Rubric: Informative/Explanatory Writing*, available in Teacher Resources.
- Tell students that in the later Writing Studio lessons they will continue developing their writing skills.

~~~~~  
End Lesson  
~~~~~

## Final Biographies



### Support

Conduct brief one-on-one conferences with students to offer support and input on their keyboarding skills.

### Challenge

If students complete their keyboarding with time remaining, guide them in inserting their illustrations and captions into the digital copy of the biography.



### Access

#### Entering/Emerging

Conference with students after they have typed a paragraph, offering heavy support and input on their progress.

#### Transitioning/Expanding

Conference with students after they have typed 1–2 paragraphs, offering moderate support and input on their progress.

#### Bridging

Conference with students after they have typed 1–2 paragraphs, offering light support and input on their progress.





Writing Studio 5

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# Developing Narrative Writing

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# Developing Narrative Writing

## PRIMARY FOCUS OF LESSON

Students plan narratives explaining a community to which they belong. [W.3.5]

## FORMATIVE ASSESSMENT

Activity Page 1.1

**Blank Story Map** Students plan narratives explaining a community to which they belong. [W.3.5]

## LESSON AT A GLANCE

|   | Grouping    | Time    | Materials   |
|---|-------------|---------|---|
| <b>Developing Narrative Writing (30 min.)</b> |             |         |   |
| Connections: Native American Narratives       | Whole Group | 7 min.  |   |
| Introduce the Prompt                          | Whole Group | 5 min.  | <input type="checkbox"/> Writing Prompt for My Community Narratives   |
| Planning a Narrative                          | Independent | 15 min. | <input type="checkbox"/> Activity Page 1.1<br><input type="checkbox"/> Writing Prompt for My Community Narratives |
| Wrap-Up                                       | Partner     | 3 min.  | <input type="checkbox"/> Activity Page 1.1  |

## ADVANCE PREPARATION

- Prepare to display the Writing Prompt for My Community Narratives and to distribute a copy of it to each student.
- This unit asks students to write about a community (such as a school, family, or town) to which they belong. You may wish to assign these communities to students; if so, prepare to do this.
- Prepare to distribute copies of Activity Page 1.1, a blank story map, available in Teacher Resources, to each student.

## Universal Access

- In this Writing Studio unit, students will work on narratives that introduce someone to the student's community, much as the selections in Unit 8, *Native American Stories*, introduce students to various Native American tribes and cultures. If students require additional support to understand the similar purpose behind the texts they have read and the texts they are writing, you may wish to review the narratives from the Student Reader, *Native American Stories*.
- Prepare a bank of terms describing different kinds of communities (classroom, team, family, neighborhood, school town, Grade 3 students, dancers, vegetarians, artists, etc.) to review with students in advance to help them select the community about which they will write.

- Prepare the following sentence starters to help students review the way narratives in the Unit 8 Student Reader, *Native American Stories*, show the connections between characters and the traditions, objects, and events of their communities.
  - Some native people needed spears because \_\_\_\_\_.
  - The mammoth is important to Etu and his family because \_\_\_\_\_.
  - Akando and the other village children gather things from the forests and fields because \_\_\_\_\_.
  - Baskets are important to Alemeda's grandmother because \_\_\_\_\_.

Start Lesson

## Lesson 1

# Developing Narrative Writing



**Primary Focus:** Students plan narratives explaining a community to which they belong. [W.3.5]

### CONNECTIONS: NATIVE AMERICAN NARRATIVES (7 MIN.)

- Ask students to name some Native American stories they have heard or read in Unit 8, *Native Americans: Regions and Cultures*.
  - » Answers may vary, but they could name “Etu, the Hunter,” “Akando and Aponi, the Gatherers,” or “Alemeda, the Basket Weaver.”
- Ask students to name something from each story listed that helps show the character’s way of life or culture.
  - » Answers may vary, but students should connect some items in each story to the way the story’s characters live. For example, they might name a spear for Etu, a basket for Alemeda, or nuts and berries for Akando and Aponi.
- Explain that these items help us understand what a character’s life or culture might be like. In a narrative or story, they can act like symbols to help the reader understand more about the character.
- Read the following items and ask students which might be a good symbol for the character.
  - for a dancer, a kite or a ballet slipper
    - » a ballet slipper



- for a baseball player, a trampoline or a glove
  - » a glove
- for a librarian, a suitcase or a stack of books
  - » a stack of books
- for a teacher, a ruler or a bicycle
  - » a ruler

- Explain that symbols can be useful things to include in a story. They will think in this lesson about an object they can include in the next narrative they will write.



### Check for Understanding

Ask students to name an object that might be a good symbol for a doctor.

- » Answers may vary but could include an eye chart or stethoscope.

## INTRODUCE THE PROMPT (5 MIN.)

- Tell students that in this lesson they will start working on narratives that help explain something interesting about their own communities. In this writing activity, though, they will write narratives that show how they use one important object and how that object helps make their community unique.
- Display the Writing Prompt for My Community Narratives and distribute a copy to each student.
- Review the prompt, ensuring that students understand the assignment and the purpose for their writing.

### Support

If students struggle to understand the way objects are important to particular communities, you may wish to reread selections from the Student Reader, *Native American Stories*, and review the significance items such as baskets and spears have to various characters.

## ➤ Writing Prompt for My Community Narratives

In Unit 8, *Native Americans: Regions and Cultures*, you have read stories about different Native American communities and their ways of life. You have read about how people in these communities live and what objects they use in their everyday life.

Now it's your turn to write a narrative about your own community. Your teacher will help you think about whether you want to describe your family community, your classroom or school community, or another community to which you belong.

Imagine that you meet someone who does not know anything about your community, and you would like to tell this person a story to help him or her understand your community. Pick an important part of your community's culture or lifestyle that you want to make sure your reader understands. You should also pick an object you use in your community that will help your reader see what your community does or thinks is important.

Because you are writing about your own community, this will be a true story. Remember that your story should include all the elements of a good narrative. Your story map will help you plan.

- If you are assigning student topics or providing guidance on their topic selection, do so now.

### PLANNING A NARRATIVE (15 MIN.)

- Distribute Activity Page 1.1 and review the blank story map structure as needed.
- Have students use Activity Page 1.1 to plan their narratives. Suggested times for students to spend on each section follow; however, you may allocate the time as best suits your students' needs.
  - Title, community, object, characters, setting: 5 min.
  - Plot: 6 min. (2 min. each on beginning, middle, and end)
  - Final thought: 1 min.
  - Fill in blanks: 3 min.
- As students work, circulate and check on their progress. For reference, a sample completed story map follows.

#### Activity Page 1.1



## Challenge

Challenge students to note on their story map what someone outside the community might think about the events or objects described.



## Access

### Entering/Emerging






Provide sentence frames or starters and heavy support to help students plan their narratives.

### Transitioning/Expanding

Provide sentence frames or starters and moderate support to help students plan their narratives.

### Bridging

Provide sentence frames or starters and light support to help students plan their narratives.

|  |  |
|--|--|
|  <b>Title</b><br><i>Mrs. Grace's Gardeners</i>  |  |
| <b>Community you are writing about:</b><br><i>our classroom</i>  |  |
| <b>Object that will help you tell the story of your community:</b><br><i>watering can</i>  |  |
|  <b>Character(s)</b><br><i>Mrs. Grace</i><br><i>her students</i>  |  <b>Setting(s)</b><br><i>our elementary school</i>  |
|  <b>Plot</b>  | <b>Beginning</b><br><i>Mrs. Grace's class started a garden.</i><br><ul style="list-style-type: none"> <li>• <i>They prepared the soil.</i></li> <li>• <i>They planted seeds.</i></li> <li>• <i>They put up a scarecrow.</i></li> </ul> |
|  | <b>Middle</b><br><i>Mrs. Grace's class worked hard to grow vegetables.</i><br><ul style="list-style-type: none"> <li>• <i>They watered the plants.</i></li> <li>• <i>They pulled weeds out of the garden.</i></li> </ul>               |
|  | <b>End</b><br><i>They got to harvest their vegetables.</i><br><ul style="list-style-type: none"> <li>• <i>The plants grew!</i></li> <li>• <i>They got to harvest peppers, tomatoes, and lettuce.</i></li> </ul>                        |
|  <b>Final Thought</b><br><i>The garden salad was delicious!</i>   |  |
| <b>Fill in the blank with some temporal words you will use in your narrative:</b><br><i>first, next, last</i>  |  |
| <b>Fill in the blank to indicate one place where your narrative will include dialogue:</b><br><i>when Mrs. Grace tells the class they have done a good job</i>                                       |  |
| <b>Fill in the blank to indicate where you should include descriptive words to show how the characters felt or reacted about what happens in the narrative:</b><br><i>when they see the tomatoes</i> |  |

## WRAP-UP (3 MIN.)

- Have students summarize their story maps for a partner.
- Tell students that in the next lesson, they will start drafting their narratives.

End Lesson

# Developing Narrative Writing

## PRIMARY FOCUS OF LESSON

Students introduce their characters and develop the description of the situation. [W.3.3, W.3.3a]

## FORMATIVE ASSESSMENT

Activity Page 2.1

**Drafting Paper** Students introduce their characters and develop the description of the situation. [W.3.3, W.3.3a]

## LESSON AT A GLANCE

|   | Grouping    | Time    | Materials  |
|---|-------------|---------|--|
| <b>Developing Narrative Writing (30 min.)</b> |             |         |  |
| Connections: Details Matter                   | Whole Group | 5 min.  |  |
| Introducing Characters and Scene              | Whole Group | 5 min.  | <input type="checkbox"/> Writing Prompt for My Community Narratives                      |
| Writing a Narrative                           | Independent | 15 min. | <input type="checkbox"/> Activity Page 1.1<br><input type="checkbox"/> Activity Page 2.1 |
| Wrap-Up                                       | Partner     | 5 min.  | <input type="checkbox"/> Activity Page 2.1   |

## ADVANCE PREPARATION

- Prepare to display the Writing Prompt for My Community Narratives.
- Ensure each student has his or her copy of Activity Page 1.1, completed in the previous lesson.
- Prepare to distribute Activity Page 2.1 (Blank Drafting Paper, available as a Blackline Master) for students to use in the Writing a Narrative activity. Alternatively, you may wish to fulfill CCSS W.3.6 by having students prepare drafts of their narratives using word processors. If you wish to do this, prepare the relevant technology and devices for student use. You may also need to adapt parts of the instruction to include guidelines for composing on a device rather than by hand.
- Prepare to arrange students into pairs for peer review.

### Universal Access

- Prepare a list of questions to ask about student communities and the objects they use to help students add detail to their writing. Examples include:
  - Do you use this object every day?
  - How does the object look?
  - What kinds of things does the object help you do?

## Lesson 2

# Developing Narrative Writing



**Primary Focus:** Students introduce their characters and develop the description of the situation. [W.3.3, W.3.3a]

**CONNECTIONS: DETAILS MATTER (5 MIN.)**

- Ask a student to describe the writing prompt introduced in the previous class.
  - » The prompt asks students to write a story to help readers understand the student's community.
- Ask students to talk with a peer about which item in each pair offers the best description. Students should give a reason for their choice.
  - a cool, sweet glass of orange juice or a drink
  - a bright green lunchbox with yellow stars on it or a lunchbox
  - lunch or a delicious smelling, steaming hot bowl of chicken noodle soup
  - a table or a kitchen table with a white tablecloth and a vase of yellow daisies in the center
- Ask students what makes a good description.
  - » Answers may vary but should include that good descriptions need lots of detail.
- Ask students what kind of things they like to learn about characters as they read about them.
  - » Answers may vary but could include what characters think, how they feel, or why they act the way they do.
- Tell students that in this lesson they will begin writing their stories. They should consider how to introduce their characters and the narrative with strong, detailed descriptions.

**INTRODUCING CHARACTERS AND SCENE (5 MIN.)**

- Display Writing Prompt for My Community Narratives.

**➤ Writing Prompt for My Community Narratives**

## Activity Page 2.1



### Challenge

Ask students to add one more detail to describe the setting and each main character.

### Support

Ask students to think about using some of the five senses to describe their object. What does it sound, feel, taste (if applicable), look, or smell like?



### Access

#### Entering/Emerging

Ask yes/no questions to help students describe their object.

#### Transitioning/Expanding

Ask short answer questions to help students describe their object.

#### Bridging

Ask open-ended questions to help students describe their object.



### Check for Understanding

Ask students to explain the prompt in their own words.

- Ask students what the purpose of their narratives is, or what their narratives are trying to explain to readers.
  - » They will explain a community the student belongs to and use an object as a symbol of that community.
- Remind students that their narratives should help readers understand what kinds of things people in the community do or what they believe is important.

## WRITING A NARRATIVE (15 MIN.)

- Tell students that now they will use Activity Page 1.1, the story map completed in the previous class, to begin writing their narratives. Explain that students will also work on drafting their narratives in the next class, so they do not have to complete the entire draft in this lesson.
- Explain that in this lesson, students will introduce their characters and community. They will also include the object that symbolizes their community. They will add details to describe those things well. If time permits, they may start drafting other parts of their narratives.
- Have students use Activity Page 2.1 to begin drafting their narratives. Suggested times for students to spend on each section follow; however, you may allocate the time as best suits your students' needs.
  - Title: 3 min.
  - Introducing and describing characters: 4 min.
  - Introducing and describing the object: 4 min.
  - Describing the community and setting: 4 min.
  - Drafting the beginning of the plot: If students finish the previous items with time remaining, they may start on this component of the narrative.
- As students work, circulate and check on their progress.

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**WRAP-UP (5 MIN.)**

- Have students turn and talk with a peer, naming the community about which they are writing and the object they have selected to represent that community's way of life or culture.
- If time permits, you may have student volunteers share their communities and the objects that represent those communities.

~~~~~End Lesson~~~~~



# Developing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students develop the sequence of events, with inclusion of details and temporal words. **[W.3.3, W.3.3b, W.3.3c]**

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## FORMATIVE ASSESSMENT

**Activity Page 2.1**

**Drafting Paper** Students develop the sequence of events, with inclusion of details and temporal words. **[W.3.3, W.3.3b, W.3.3c]**

## LESSON AT A GLANCE

|                                               | Grouping    | Time    | Materials                                                                                                                                                       |
|-----------------------------------------------|-------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Developing Narrative Writing (30 min.)</b> |             |         |                                                                                                                                                                 |
| Connections: Temporal Words                   | Whole Group | 5 min.  |                                                                                                                                                                 |
| Writing a Narrative                           | Independent | 20 min. | <input type="checkbox"/> Writing Prompt for My Community Narratives<br><input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> Activity Page 1.1 |
| Wrap-Up                                       | Independent | 5 min.  | <input type="checkbox"/> Activity Page 2.1                                                                                                                      |

## ADVANCE PREPARATION

- Prepare to display the Writing Prompt for My Community Narratives.
- Ensure each student has his or her copy of Activity Pages 2.1 and 1.1, completed in previous lessons. If students need additional drafting paper, you may provide extra sheets.
- Prepare to arrange students into pairs.

### Universal Access

- Preteach temporal words such as *first*, *next*, *last*, *later*, *then*, *finally*.
- Prepare questions such as the following, which concern how characters would react to situations, to help students add detail to their narratives.
  - Would the character feel happy when this happened?
  - What would the character's face look like to show happiness?
  - What would the character do or say when this happened?

## Lesson 3



# Developing Narrative Writing

**Primary Focus:** Students develop the sequence of events, with inclusion of details and temporal words. [W.3.3, W.3.3b, W.3.3c]

## CONNECTIONS: TEMPORAL WORDS (5 MIN.)

- Ask students to put the following sentences in order:
  - I ate my lunch.
  - I got out bread, peanut butter, and jelly.
  - I put the pieces of bread together.
  - I spread peanut butter on one piece of bread and jelly on another.
    - » The correct order is:
      - I got out bread, peanut butter, and jelly.
      - I spread peanut butter on one piece of bread and jelly on another.
      - I put the pieces of bread together.
      - I ate my lunch.
- Ask students to name some words that would help show the order of these events.
  - » Answers may vary but could include *first*, *last*, *next*, etc.
- Tell students that these words are called temporal words.



### Check for Understanding

Ask a volunteer to name another temporal word or phrase they could use instead of *first*.

- » Answers may vary but could include *in the beginning*, *at first*, *to start*, etc.

- Tell students that in this lesson they will continue drafting their narratives. They should consider how to include the temporal words they listed on their story maps.

## WRITING A NARRATIVE (20 MIN.)

- Display Writing Prompt for My Community Narratives.

### ➤ Writing Prompt for My Community Narratives

- Tell students that now they will use Activity Page 1.1, the story map completed in a previous class, to continue writing their narratives.
- Explain that in this lesson, students will develop the plot of their narratives. They will add linking or transition words to show how the parts of the plot connect to each other. They will make sure that their narratives include good descriptions.
- Have students use Activity Page 2.1 to continue drafting their narratives. Suggested times for students to spend on each section follow; however, you may allocate the time as best suits your students' needs.
  - Beginning of plot: 4 min.
  - Middle of plot: 4 min.
  - End of plot: 4 min.
  - Final thought: 4 min.
  - Review—Students should make sure their work names a community and an object that represents it, includes descriptive details, and uses linking or transition words: 4 min.
- As students work, circulate and check on their progress.

## WRAP-UP (5 MIN.)

- Ask students to raise their hand when they hear a temporal word they included in their draft.
  - first
  - next
  - last
  - finally
  - then
- If time permits, you may have students share any other temporal words they used in their drafts.
- Tell students that in the next lesson they will draft conclusions for their narratives.

End Lesson

## Activity Page 2.1



### Challenge

Ask students to add one more plot point or event to their narratives.

### Support

Remind students to use good details to show what characters think or feel.



### Access

#### Entering/Emerging

Ask yes/no questions about characters to help students add detail to their narratives.

#### Transitioning/Expanding

Ask short answer questions about characters to help students add detail to their narratives.

#### Bridging

Ask open-ended questions about characters to help students add detail to their narratives.

# Developing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students draft conclusions for their narratives. [W.3.3, W.3.3d]

## FORMATIVE ASSESSMENT

Activity Page 2.1

**Drafting Paper** Students draft conclusions for their narratives. [W.3.3, W.3.3d]

## LESSON AT A GLANCE

|                                               | Grouping    | Time    | Materials                                  |
|-----------------------------------------------|-------------|---------|--------------------------------------------|
| <b>Developing Narrative Writing (30 min.)</b> |             |         |                                            |
| Connections: Draft Review                     | Independent | 5 min.  | ☐ Activity Page 2.1                        |
| Putting It All Together                       | Whole Group | 5 min.  |                                            |
| Drafting Conclusions                          | Independent | 17 min. | ☐ Activity Page 1.1<br>☐ Activity Page 2.1 |
| Wrap-Up                                       | Partner     | 3 min.  |                                            |

## ADVANCE PREPARATION

- Make sure students have Activity Pages 1.1 and 2.1 from previous lessons.

### Universal Access

- Review sample conclusions to help students understand the elements of a strong conclusion.

## Lesson 4

# Developing Narrative Writing



**Primary Focus:** Students draft conclusions for their narratives. [W.3.3, W.3.3d]

## CONNECTIONS: DRAFT REVIEW (5 MIN.)

- Ask students to reread the drafts they started in previous lessons.

## PUTTING IT ALL TOGETHER (5 MIN.)

- Tell students that in this lesson, they will finish drafting their narratives. They will make sure that they have a good, solid conclusion.
- Ask students what makes a strong conclusion.
  - » Answers may vary, but they could include that a strong conclusion leaves the reader with a final thought about the story or its topic.



### Check for Understanding

Ask students to name what final thoughts readers might want to know about student communities.

- » Answers may vary but could include what the community believes is most important or why the community's members do certain things.

- Ask students to turn and share the main idea of their narrative with a partner.
- Tell students that they should use their conclusions to make sure this main idea is expressed in their narratives.

## DRAFTING CONCLUSIONS (17 MIN.)

- Make sure students have Activity Pages 1.1 and 2.1, on which they began planning and drafting their narratives.
- Guide students through the process of drafting their narratives' conclusions. If they finish with remaining time, they may review their drafts to see if they included all the material from the story map. Suggested times follow, but you may customize these according to your class's needs.
  - Conclusion: 6 min.
  - Final thought: 3 min.
  - Final read-through: 8 min.
- Tell students that they will use the next lesson to share their work with a partner.

## WRAP-UP (3 MIN.)

- Ask students to speak with a partner about the following prompts:
  - Reading this narrative would help someone learn about my community by \_\_\_\_\_.
  - Reading this narrative would show someone why \_\_\_\_\_ is an important object in my community.
  - Reading this narrative would be useful for teaching someone that my community thinks \_\_\_\_\_ is important.
- Tell students they will continue working on their narratives in the next lesson.

~~~~~  
End Lesson  
~~~~~

## Challenge

Have students add dialogue to their narratives.

## Support

Ask students to describe their narrative's main point; offer support as needed to help them incorporate that point into the narrative's final thought.



## Access

### Entering/Emerging

Allow students to describe the end of their narrative orally to a teacher as they prepare to draft their conclusions.

### Transitioning/Expanding

Allow students to describe the end of their narrative orally to a partner as they prepare to draft their conclusions.

### Bridging

Allow students to describe the end of their narrative orally to a group of peers as they prepare to draft their conclusions.



# Developing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students share their narratives with peers, offering and receiving feedback. **[W.3.5]**

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## FORMATIVE ASSESSMENT

**Activity Page 5.1**

**Peer Feedback** Students share their narratives with peers, offering and receiving feedback. **[W.3.5]**

## LESSON AT A GLANCE

|                                               | Grouping    | Time    | Materials                                  |
|-----------------------------------------------|-------------|---------|--------------------------------------------|
| <b>Developing Narrative Writing (30 min.)</b> |             |         |                                            |
| Review and Feedback                           | Whole Group | 5 min.  |                                            |
| Modeling: Feedback                            | Whole Group | 5 min.  | ☐ Activity Page 5.1                        |
| Feedback                                      | Independent | 15 min. | ☐ Activity Page 2.1<br>☐ Activity Page 5.1 |
| Wrap-Up                                       | Small Group | 5 min.  | ☐ Activity Page 2.1                        |

## ADVANCE PREPARATION

- Prepare to distribute Activity Page 5.1.
- Prepare to arrange students into pairs for peer review. For the Wrap-Up activity, each pair will work with another to form a group of four.
- Ensure that each student has his or her copy of Activity Page 2.1, completed in previous lessons.

### Universal Access

- The Connections activity offers a brief review of what constitutes appropriate feedback. At this point in the academic year, students should have some understanding of peer review; however, if your class needs additional support, you may wish to add some time to use this list as a basis for a more comprehensive discussion of what constitutes good feedback.
- Provide sentence frames and/or starters for students to use in discussing a peer's work.

## Lesson 5



# Developing Narrative Writing

**Primary Focus:** Students share their narratives with peers, offering and receiving feedback. [W.3.5]

## REVIEW AND FEEDBACK (5 MIN.)

- Ask students why it is important to get feedback on your writing.
  - » Answers may vary but should reflect an understanding that review and feedback improve a writer's work, because they help writers see things they are doing well and things they can do better.
- Tell students that all writers benefit from feedback. Tell students that it is important to give feedback that is specific. It should also have a helpful tone.
- Explain that you will read a list of feedback, and students should decide if it is good feedback or not. Students should give a reason for their choices; possible reasons are included, but answers may vary.
  - The description of the monster is great, because the details about how he looks and sounds really help me imagine him.
    - » good feedback—explains which details are good and why
  - The description's okay.
    - » not good feedback—too general and vague, does not help the writer understand what works or needs improvement
  - I don't like this story. It has cats in it, and I don't like cats.
    - » not good feedback—the reviewer gives a reason, but it is not about how the story is written.
  - The transition words *first*, *next*, and *last* really help me understand the order of events in your narrative.
    - » This is useful feedback, because it names specific words that the reviewer likes and explains how they help the reader understand the narrative.



## Check for Understanding

Ask students to summarize what makes good feedback.

- » Answers may vary but could include that good feedback is specific, has reasons, is related to the text, is based on the writing rather than the reader's opinion of the subject, and uses kind words, or an appropriate tone.

- You may wish to have an extended discussion on tone if needed.
- Tell students that in this lesson they will review a peer's narrative and offer feedback to help make it even better.

## MODELING: FEEDBACK (5 MIN.)

- Display Activity Page 5.1, Peer Feedback, and explain that students will use this as a guide to reviewing their peer's work.

### ➤ Activity Page 5.1, Peer Feedback

- Review the Activity Page, demonstrating how to complete it as needed.

## FEEDBACK (15 MIN.)

- Ensure that each student has Activity Page 2.1, the draft of his or her narrative, which was completed in previous lessons.
- Distribute Activity Page 5.1 to each student.
- Tell students that now they will use Activity Page 5.1 to assemble feedback for their partner. Remind students that they should read their partner's work all the way through one time before starting to give feedback.
- As students work, circulate and check on their progress. A sample completed Activity Page 5.1 follows, although your students' responses will be based on the texts they review.
- Students should exchange their copies of Activity Page 5.1 at the conclusion of the lesson so that each student has feedback on his or her work.
- Although answers may vary, a sample follows.

## Activity Page 5.1



## Challenge

Ask students to think of one detail or piece of character dialogue that could make the narrative even better. Students should give a reason for their choice.

## Support

Remind students to look to their partner's narrative to find reasons for their feedback.



## Access

### Entering/Emerging

Provide 1:1 support as students work on offering feedback.

### Transitioning/Expanding

Allow students to work in pairs to discuss work before offering feedback.

### Bridging

Allow students to work in groups to discuss work before offering feedback.

## Peer Feedback

Instructions: Read your partner's work all the way through at least one time before answering any questions on this page. After you have read your partner's narrative all the way through, you may start answering the following questions. Make sure to answer based on what is written in your partner's narrative. If you need help, raise your hand to let your teacher know.

1. Write down the narrative's title:
  - » Mrs. Grace's Gardeners
2. Write down the narrative's main characters:
  - » Mrs. Grace, students
3. Write down the narrative's setting:
  - » our school
4. Write down the community:
  - » our class
5. Write down the object that is a symbol of the community:
  - » the watering can
6. What is the best detail in this narrative? Give a reason for your choice.
  - » the description of how the tomatoes looked when they were ready to harvest
7. What is one place that could use more detail in this narrative? Write down something else you would like to know about this part of the narrative.
  - » I'd like to know more about how the class meal tasted.
8. Underline any place the author of the narrative includes temporal words.
  - » (noted on the text)
9. Put a star next to any place that dialogue appears in the narrative.
  - » (noted on the text)
10. Name the narrative's final thought.
  - » The garden salad was delicious.

---

**WRAP-UP (5 MIN.)**

- Have each pair of students meet with another pair to form groups of four. Each student should name for the group something he or she liked best about his or her partner's work.
- If time permits, you may have student volunteers share with the whole class things they liked about their partner's work.

~~~~~End Lesson~~~~~

# Developing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students respond to peer feedback by revising and composing a clean copy of their narratives. **[W.3.5]**

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## FORMATIVE ASSESSMENT

**Activity Page 6.1**

**Blank Drafting Paper** Students respond to peer feedback by revising and composing a clean copy of their narratives. **[W.3.5]**

## LESSON AT A GLANCE

|   | Grouping    | Time    | Materials  |
|---|-------------|---------|--|
| <b>Developing Narrative Writing (30 min.)</b> |             |         |  |
| Modeling: Incorporating Feedback              | Whole Group | 5 min.  | <input type="checkbox"/> Example of feedback and revision  |
| Incorporating Feedback                        | Independent | 5 min.  | <input type="checkbox"/> Activity Page 5.1   |
| Revision from Feedback                        | Independent | 15 min. | <input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Activity Page 2.1 |
| Wrap-Up                                       | Independent | 5 min.  | <input type="checkbox"/> Exit Ticket   |

## ADVANCE PREPARATION

- Prepare to distribute Activity Page 6.1 (Blank Drafting Paper, available in Teacher Resources). Alternatively, you may wish to fulfill CCSS W.3.6 by having students incorporate feedback and prepare final drafts of their narratives using word processors. If you wish to do this, prepare the relevant technology and devices for student use. You may also need to adapt parts of the instruction to include guidelines for composing on a device rather than by hand.
- Ensure that each student has his or her copy of Activity Page 2.1, completed in previous lessons, and Activity Page 5.1, which his or her classmate completed to offer peer feedback.
- Please note that you will evaluate the final draft using the *Third Grade Writing Rubric: Narrative Writing*, available in Teacher Resources. Students will use the final drafts of their narratives to prepare for their performances in the next two lessons. If you would prefer to collect the drafts at the conclusion of the unit, please ensure students keep their drafts secure until that time.
- Prepare exit tickets or ensure that students have paper to write their own exit tickets in the Wrap-Up activity.

### Universal Access

- In a preteaching session, review feedback from Activity Page 5.1 and offer support as needed to ensure students understand how they might revise their work to respond to this feedback.



## Lesson 6



# Developing Narrative Writing

**Primary Focus:** Students respond to peer feedback by revising and composing a clean copy of their narratives. [W.3.5]

## MODELING: INCORPORATING FEEDBACK (5 MIN.)

- Tell students that in this lesson they will revise their narratives to incorporate some of the peer feedback they received. As they do that, they will compose clean, final copies of their narratives.
- Display the completed Example of Feedback and Revision.

### ➤ Example of Feedback and Revision

**Original description:** At the beginning of the school year, Mrs. Grace held up a watering can in front of our classroom. She told us that we would be planting a vegetable garden as we learned about how plants grow. Planting a garden took a long time, and we worked for many days.

**Peer feedback:**

- What is one place that could use more detail in this narrative? Write down something else you would like to know about this part of the narrative.

*I'd like to know more about the work that goes into planting a garden.*

- Review the example, demonstrating how to complete it as needed. A sample follows, but you may customize it for your students.

The original draft of my narrative mentions our class garden. I say that it took a lot of work to raise a garden, but my peer reviewer mentioned that I don't really describe that work with much detail. My reviewer wanted some better descriptions of how we worked in the garden.

I think I might start a new paragraph to talk about the different kinds of work we had to do to raise the garden. First we prepared the soil. We had to take out all the big rocks and break up the chunks of dirt. Next we planted seeds. We had to carefully plant them in straight rows. Last, we put up a scarecrow to keep away birds and deer. I can also explain why we wanted to keep them away. Birds and deer can be bad for a garden, because they eat the plants.

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- Continue modeling revision and adding detail as needed.

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### **INCORPORATING FEEDBACK (5 MIN.)**

- Ensure that students have the Activity Page 5.1 on which their peer reviewed their work.
  - Ask students to read their peer's feedback and consider carefully how it might help them write a better narrative.
  - Ask students to put a star by the parts of the feedback they want to incorporate into their revision.
  - You may wish to have students write a description of the revisions they intend to make to their work. If desired, you may have students complete this description on the back of Activity Page 5.1 or on a separate sheet of drafting paper.
- 



#### **Check for Understanding**

---

Ask students to share their plans for revising their narratives.

- » Answers may vary but should reflect the items addressed on Activity Page 5.1.
-



### Challenge

Ask students to incorporate into their narrative's final copy a map showing where their community is located.

### Support

Ask students to explain why making the recommended change will strengthen their narratives.



### Access

#### Entering/Emerging

Provide 1:1 support as students respond to feedback.

#### Transitioning/Expanding

Allow students to work in groups to discuss responding to feedback.

#### Bridging

Allow students to work in pairs to discuss responding to feedback.

## REVISION FROM FEEDBACK (15 MIN.)

- As students complete their revision plans, they may begin revising their work into a clean, final copy.
- Distribute Activity Page 6.1 to each student or prepare word processors for them to use in drafting.
- As students work, circulate and check on their progress.
- A sample narrative follows for reference.

### Mrs. Grace's Gardeners

At the beginning of the school year, Mrs. Grace held up a watering can in front of our classroom. She told us that we would be planting a vegetable garden as we learned about how plants grow. Planting a garden took a long time, and we worked for many days. First we prepared the soil. We had to take out all the big rocks and break up the chunks of dirt. Next we planted seeds. We had to carefully plant them in straight rows. Last, we put up a scarecrow to keep away birds and deer. Birds and deer can be bad for a garden, because they eat the plants.

As the weeks went on, our whole class worked hard to grow vegetables. We watered the plants. Everyone wanted to do the watering, so Mrs. Grace planned a schedule so we could take turns. But watering was not enough. We also pulled weeds out of the garden to make sure our vegetables had room to grow.

After a lot of days of work, we saw the vegetables start to grow. We got very excited! But Mrs. Grace told us we had to be patient.

"Vegetables take a lot of time to grow," she said.

Finally, one day when we came into the classroom, Mrs. Grace said that she had a special treat for us. She held up the watering can and told us that no one would water vegetables that day. She walked over to her shelf and put the watering can away. She said we would not need to use it again that season, because the vegetables were big enough to harvest.

We were so excited. We walked to the garden. The plants were all bigger than we had seen before. The tomatoes were especially pretty. They were dark red and round. When we touched them gently, they were soft but not squishy.

"You all have done a really great job with your garden, class," said Mrs. Grace.

We got to harvest peppers, tomatoes, and lettuce. We used them all to make a classroom salad to feast on. Our garden salad was delicious!

---

### WRAP-UP (5 MIN.)

- Have each student complete an Exit Ticket to hand in at the end of the lesson. If you are collecting the final draft in this lesson, do that now.

---

#### Exit Ticket

- The piece of feedback I incorporated into my final draft:
- I revised my final draft to include this feedback by:
- The thing I am most proud of about my final draft is:

- 
- If time permits, you may have student volunteers share information from their Exit Tickets.

---

End Lesson

# Developing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students collaborate to plan performing and recording their narratives for an audience. [W.3.5, W.3.6]

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## FORMATIVE ASSESSMENT

Activity Page 7.1

**Blank Drafting Paper** Students collaborate to plan performing and recording their narratives for an audience. [W.3.5, W.3.6]

## LESSON AT A GLANCE

|   | Grouping    | Time    | Materials                                  |
|---|-------------|---------|--|
| <b>Developing Narrative Writing (30 min.)</b> |             |         |  |
| Connections: Performing a Narrative           | Whole Group | 5 min.  |  |
| Modeling: Revising: From Narrative to Script  | Whole Group | 5 min.  | ❑ Sample Introduction                      |
| Revising: From Narrative to Script            | Small Group | 15 min. | ❑ Activity Page 6.1<br>❑ Activity Page 7.1 |
| Wrap-Up                                       | Partner     | 5 min.  |  |

## ADVANCE PREPARATION

- Decide in advance how you would like to approach the production of the narratives. This lesson and the following lesson are structured for students to work in groups to perform and record several different versions of the narrative about their communities. You may wish to assign students who wrote about the same community to the same group.
- Make sure students have Activity Page 6.1, which they completed in previous lessons.
- Prepare to distribute Activity Page 7.1, Blank Drafting Paper, available in Teacher Resources.
- This lesson is designed to fulfill CCSS W.3.6, which asks students to use technology and digital tools to collaborate and publish work. If your classroom is not conducive to using technology, you may have students complete the assignments on paper. Additionally, you should review this lesson and the following lesson to determine how much time you would like to devote to the rehearsal and staging of the narratives. If students need additional support and practice with writing, you may decide to use both lessons as writing time. Alternatively, if students are ready for enrichment, you may wish to extend this unit into some Pausing Points or other time and allow students ample time to rehearse and practice their narratives before recording them.
- Prepare to arrange students into groups to write scripts and plan their performances.
- Prepare to display the sample introduction.

## Universal Access

- Prepare sentence frames or starters to guide students in revising their narratives into scripts. For example, “This character would explain how he feels by saying . . .”

Start Lesson

### Lesson 7

# Developing Narrative Writing



**Primary Focus:** Students collaborate to plan performing and recording their narratives for an audience. [W.3.5, W.3.6]

## CONNECTIONS: PERFORMING A NARRATIVE (5 MIN.)

- Tell students to name some of their favorite plays, movies, or television shows and to list reasons they enjoy them.
  - » Answers may vary but could include that these performances are fun to watch, with interesting stories and engaging acting.
- Ask students to describe the best things about their favorite performances.
  - » Answers may vary but could include the character’s voice or facial expression, the clothes the character wears, etc.



### Check for Understanding

Ask students to suggest which trait might be the best to focus on if you were going to perform a narrative rather than have someone read it on paper.

## MODELING: REVISING: FROM NARRATIVE TO SCRIPT (5 MIN.)

- Tell students that in this lesson they will work together in groups to turn some of the class narratives into scripts for performances. Explain that students will perform these versions of the narratives in a future lesson. You may also wish to explain how your class will use technology to share recordings of their performances, if applicable.

- Tell students that just as plays, movies, or television shows they see use a particular set of traits to appeal to viewers, their narrative performances should use traits such as engaging characters, exciting plot, and effective dialogue to help viewers enjoy the performances.
- Display the Sample Introduction.

### ➤ **Sample Introduction**

At the beginning of the school year, Mrs. Grace held up a watering can in front of our classroom. She told us that we would be planting a vegetable garden as we learned about how plants grow.

Planting a garden took a long time, and we worked for many days. First we prepared the soil. We had to take out all the big rocks and break up the chunks of dirt. Next we planted seeds. We had to carefully plant them in straight rows. Last, we put up a scarecrow to keep away birds and deer. Birds and deer can be bad for a garden, because they eat the plants.

- Use the think-aloud strategy to demonstrate revising the narrative's introduction into one that might be used in a script for a performance. (An example appears below, but you may customize this as needed for your class.)
- As you talk, compose your draft on the chart paper or on a projection as students observe.

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To revise your narrative into a script, you'll want to make sure it will be exciting and interesting to viewers. I think this introduction is an okay start, but it might need a bit more information. Maybe viewers would want to know when this happened. Maybe I could add a few sentences about that at the beginning. [Add *In the second grade, my class got to do something very special. We got to grow our own food!* to the top of your document.] That might help viewers understand why this narrative is important. Now I need to add some dialogue, or things these characters would say to each other.

---

- Continue modeling as needed to ensure that students understand how to change the written narrative into a script for a performance.





### Challenge

Ask students to design costumes for their characters to wear in the performance.

### Support

If students struggle with the revision, have them work together to act out each paragraph, then transcribe what they staged.



### Access

#### Entering/Emerging

Provide heavy support as students use sentence frames or starters to convert their narrative's sentences into a script.

#### Transitioning/Expanding

Provide moderate support as students use sentence frames or starters to convert their narrative's sentences into a script.

#### Bridging

Provide light support as students use sentence frames or starters to convert their narrative's sentences into a script.

## REVISING: FROM NARRATIVE TO SCRIPT (15 MIN.)

- Tell students that they will have approximately fifteen minutes to draft their scripts. Explain that they should transcribe, or write down, the script they develop.

**Note:** If you teach in a 1:1 technology environment, you may have students type the script in further fulfillment of CCSS W.3.6.

- Direct students through drafting the following components of their narratives. Suggested times follow, but you may customize these according to your class's needs. Alternatively, if your students are ready for a challenge, you may write the suggested times on the board and allow them to pace their own drafting.
  - Title and introduction of characters and setting: 3 min.
  - Script for beginning of plot: 3 min.
  - Script for middle of plot: 3 min.
  - Script for end of plot: 3 min.
  - Conclusion and final thought: 3 min.
- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.

## WRAP-UP (5 MIN.)

- Allow groups several minutes to assign roles for their performances. You may also encourage them to discuss props they could use to stage their narratives.
- Tell students that in the next lesson they will rehearse their narratives before presenting them for the class. Remind students that the narratives will be recorded and shared, so they may wish to practice their role as a take-home.

~~~~~  
End Lesson  
~~~~~

# Developing Narrative Writing

## PRIMARY FOCUS OF LESSON

Students collaborate to perform and publish their performances of narratives about a community to which they belong. **[W.3.6]**

## FORMATIVE ASSESSMENT

### Publishing

**Media Will Vary** Students collaborate to perform and publish their performances of narratives about a community to which they belong. **[W.3.6]**

## LESSON AT A GLANCE

|   | Grouping    | Time    | Materials             |
|---|-------------|---------|-----------------------|
| <b>Developing Narrative Writing (30 min.)</b> |             |         |                       |
| Connections: Acting Tips                      | Whole Group | 5 min.  |                       |
| Rehearsal                                     | Small Group | 5 min.  | ☐ Sample Introduction |
| Recording and Publishing                      | Small Group | 15 min. | ☐ Activity Page 6.1   |
| Wrap-Up                                       | Whole Group | 5 min.  |                       |

## ADVANCE PREPARATION

- Make sure students have Activity Page 7.1, on which they completed drafting their scripts in the previous lesson. If students transcribed their scripts using a word processor, make sure they have that file.
- This lesson is designed to fulfill CCSS W.3.6, which asks students to use technology and digital tools to collaborate and publish work. We encourage teachers to customize this lesson to take full advantage of the opportunities available at their individual schools. For example, if your school has a talent show, you may partner with the school's Digital Pedagogy Specialist to incorporate student performances into this event as a "special video interruption" or "special message."

If your classroom does not have video recording devices, you may record the narratives using a smart phone. In that case, you may wish to have the other students watch the live performance, as it will be difficult to play back the videos with a high resolution. However, students could publish the videos by emailing clips of them to parents.

Although the lesson outlines one possible approach, feel free to customize the instruction and publication to your students and learning environment. The goal of this activity is not to force students to publish their work in the same manner but to encourage teachers and students to build on the tools available in their community to enhance the learning experience.

- Prepare to arrange students into the same groups they used for planning their narratives and writing their scripts.

- Prepare to record the narratives in a quiet location. If time is limited, you may wish to invite parent volunteers or teacher aids to assist. You may also wish to locate a quiet spot, such as an unused classroom or auditorium, for filming.

---

Start Lesson

## Lesson 8

# Developing Narrative Writing



**Primary Focus:** Students collaborate to perform and publish their performances of narratives about a community to which they belong. **[W.3.6]**

### CONNECTIONS: ACTING TIPS (5 MIN.)

- Remind students of good tips for acting well. These may include speaking loudly and clearly, making sure not to stand between a classmate and the camera, and performing as naturally as possible.



### Check for Understanding

Ask students to make additional suggestions for acting well.

- » Answers may vary but could include making sure that they remember their lines.

- You may wish to review procedures for filming. For example, if you will have all students watch as each group performs its narrative, remind students that they must remain extremely quiet. If groups will go to another location when it is time for filming, review the procedures for that process.

### REHEARSAL (5 MIN.)

- Allow students a few minutes to gather their props and complete final planning.
- Tell students that they have time to practice their narratives before filming. Remind students that all groups will practice simultaneously, or at the same time, but they should focus on their group's performance.
- As students rehearse, determine the order in which you will record their performances.

## Publishing



## Challenge

In rehearsal, ask students to practice saying or reading their lines with different tones. Have them select the best tone for performing their character and give a reason for their choice.

## Support

If students struggle with stage fright, allow them to say or read their lines chorally with others.



## Access

### Entering/Emerging

Provide heavy support as students rehearse their performances, including allowing them to read from their scripts.

### Transitioning/Expanding

Provide moderate support as students rehearse their performances, including feeding them a line as necessary.

### Bridging

Provide light support, including prompting students with the first word of a line, as students rehearse their performances.

## RECORDING AND PUBLISHING (15 MIN.)

- Review the process by which you will publish student videos and clarify the role students will play in this process. For example, if you have parent volunteers assisting, you might create different stations staffed by an adult. Student groups could move through each station, following adult instruction to record and publish their videos. A sample follows, but you should customize it for your classroom.
  - Station 1: groups continue rehearsing
  - Station 2: groups assemble their props and costumes
  - Station 3: groups record their narratives
  - Station 4: groups publish their narratives using appropriate digital tools, with adult guidance
  - Station 5: viewing station where groups can watch all the narratives as they are published

## WRAP-UP (5 MIN.)

- Ask students which they preferred writing, the narrative or the script.
  - » Answers may vary, but students should give a reason for their choice.
- If you have arranged a viewing for all the performances, remind students of when that will take place.
- If you have not already, collect Activity Page 6.1, which you will evaluate using the *Third Grade Writing Rubric: Narrative Writing*, located in Teacher Resources. You may also wish to collect the narrative scripts for assessment purposes.

~~~~~End Lesson~~~~~

Writing Studio 6

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# Developing Opinion Writing

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### Developing Opinion Writing (30 min.)

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# Developing Opinion Writing

## PRIMARY FOCUS OF LESSON

Students compose opinion paragraphs about the most important explorer. [W.3.1]

## FORMATIVE ASSESSMENT

Activity Page 1.1

**Blank Drafting Paper** Students compose opinion paragraphs about the most important explorer. [W.3.1]

## LESSON AT A GLANCE

|                                             | Grouping    | Time    | Materials                                                                 |
|---------------------------------------------|-------------|---------|---------------------------------------------------------------------------|
| <b>Developing Opinion Writing (30 min.)</b> |             |         |                                                                           |
| Connections: Elements of an Opinion         | Whole Group | 5 min.  |                                                                           |
| Reviewing the Prompt                        | Whole Group | 3 min.  | ❑ Writing Prompt: The Most Important Explorer                             |
| Writing Opinions                            | Independent | 18 min. | ❑ Activity Page 1.1<br>❑ Student Readers<br><i>The Age of Exploration</i> |
| Wrap-Up                                     | Partner     | 4 min.  |                                                                           |

## ADVANCE PREPARATION

- This lesson draws on content from Unit 9, *Early Explorations of North America*. Please consult the pacing guide to ensure that students have completed the appropriate lessons in that unit before starting this lesson. If students need review on early explorers they have learned about in Unit 9, you may direct them to review the relevant passage from their Student Readers.
- Prepare to display Writing Prompt: The Most Important Explorer and to distribute a copy of it to each student.
- Prepare to distribute Activity Page 1.1, Blank Drafting Paper, available in Teacher Resources, to each student.

## Universal Access

- Allow students to review the information they collected on Activity Page 6.3 of core instruction and use that information to make their choice about the most important explorer.

## Lesson 1

# Developing Opinion Writing



**Primary Focus:** Students compose opinion paragraphs about the most important explorer. [W.3.1]

**CONNECTIONS: ELEMENTS OF AN OPINION (5 MIN.)**

- Ask students to review the elements of an opinion.
  - » Opinions include a topic, an opinion about something related to that topic, reasons for the opinion, and evidence that supports each reason. Good opinion writing also includes a hook, or introduction that draws readers into the topic, and a conclusion that reminds readers why they should agree with the author's opinion.

**Note:** If students need support remembering these elements, you may wish to write them on the board as they generate the list. You may leave this list on the board as students draft their essays.

- Ask students to name some reasons that authors write opinion pieces.
  - » Answers may vary but could include that they want to express their thoughts, preferences, or beliefs or that they want to convince a reader to do or believe something.
- Tell students that for their next opinion writing activity, they will think about the explorers of North America they have studied and write a paragraph describing which one is the most important.
- Ask students to name the main explorers they have studied so far. You may wish to allow them to consult their Student Readers for support.
  - » Answers may vary, but students have learned about a number of explorers, including Christopher Columbus, Juan Ponce de Leon, Hernando de Soto, and Francisco Vasquez de Coronado.

## REVIEWING THE PROMPT (3 MIN.)

- Prepare to display Writing Prompt: The Most Important Explorer, available in Teacher Resources, and to distribute a copy to each student.

### ➤ Writing Prompt: The Most Important Explorer

Centuries ago, men climbed aboard great sailing ships and traveled to places beyond the world they had previously known. Some sought new routes to the Far East; others sought ways to make their fortune. You have studied several European explorers whose discoveries and contributions to the Age of Exploration were very important. In your opinion, which of these explorers was the most important?

Write an opinion piece about the explorer you feel is the most important. Make sure to think about all the elements of a good opinion, and think carefully about what details will help support your opinion. You will use your Reader and other resources to help you think about details to support your opinion.



### Check for Understanding

Ask students to take turns explaining the prompt to a partner. Ask a student to paraphrase the prompt for the class.

## Challenge

Ask students to support their opinions with evidence they gathered from the Student Reader.

## Support

If students struggle to identify reasons that one explorer is most important, help them review the Student Reader material on that explorer and his accomplishments.

## WRITING OPINIONS (18 MIN.)

- Tell students that they will have eighteen minutes to draft their paragraphs.
- Direct students through drafting the following components of their paragraphs. Suggested times follow, but you may customize these according to your class's needs. Alternatively, if your students are ready for a challenge, you may write the suggested times on the board and allow them to pace their own drafting.
  - Title: 3 min.
  - Statement of opinion: 3 min.
  - Reasons and evidence supporting the reasons: 9 min.
  - Conclusion and final thought: 3 min.

- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.

### WRAP-UP (4 MIN.)

- Ask students to tell a partner about the explorer they selected for their essay and why they selected that person.
- Tell students that in the next lesson they will think about how they could develop their opinion writing to convince different people to agree with their opinions.

~~~~~  
End Lesson  
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### Access

#### Entering/Emerging

Ask yes or no questions, such as “Did Columbus discover anything on his voyage?” to help students identify the reasons that an explorer may have been most important.

#### Transitioning/Expanding

Ask short-answer questions, such as “What did Columbus discover?” to help students identify the reasons that an explorer may have been most important.

#### Bridging

Ask open-ended questions, such as “How much does it matter that Columbus did not land where he expected to land?” to help students identify the reasons that an explorer may have been most important.

# Developing Opinion Writing

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## PRIMARY FOCUS OF LESSON

Students try different approaches to their opinions by determining which reasons and evidence will best persuade different audiences to share the students' opinion on the most important explorer. **[W.3.5]**

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## FORMATIVE ASSESSMENT

### Activity Page 2.1

**Convince Me!** Students try different approaches to their opinions by determining which reasons and evidence will best persuade different audiences to share the students' opinion on the most important explorer. **[W.3.5]**

## LESSON AT A GLANCE

|                                                    | Grouping    | Time    | Materials                                                                                                |
|----------------------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------|
| <b>Developing Opinion Writing (30 min.)</b>        |             |         |                                                                                                          |
| Connections: Convince Me!                          | Whole Group | 8 min.  |                                                                                                          |
| Modeling: Selecting Reasons for Specific Audiences | Whole Group | 3 min.  | ❑ Activity Page 2.1                                                                                      |
| Selecting Reasons for Specific Audiences           | Independent | 14 min. | ❑ Activity Page 1.1<br>❑ Activity Page 2.1<br>❑ Student Readers <i>The Age of Exploration</i> (optional) |
| Wrap-Up                                            | Whole Group | 5 min.  |                                                                                                          |

## ADVANCE PREPARATION

- Prepare to distribute Activity Page 2.1, which is available in Teacher Resources.
- Ensure that students have Activity Page 1.1, on which they drafted their opinion essays in the previous lesson.

### Universal Access

- Prepare sentence frames and starters to guide students in completing Activity Page 2.1.



## Lesson 2

# Developing Opinion Writing



**Primary Focus:** Students try different approaches to their opinions by determining which reasons and evidence will best persuade different audiences to share the students' opinion on the most important explorer. [W.3.5]

**CONNECTIONS: CONVINCE ME! (8 MIN.)**

- Ask students to work with a partner to discuss the reasons they would use to convince the following people that summer is the best season:
  - a king or queen during the Age of Exploration
  - a child
  - a history teacher
- Ask students if they think that each person would be convinced by the same reason.
  - » Students should recognize that different reasons will most likely convince these people of the opinion. If students struggle to distinguish between these audiences, you might guide them to think about the situation each person is in. For example, a child will care about different things than the king or queen in the Age of Exploration.
- If time permits, you may wish to have volunteers share how they would convince each person that summer is best.
  - » Answers may vary but could include that students would convince a king or queen during the Age of Exploration that summer is best, because ships have good weather for sailing around the world; a child by reminding them about summer vacation, and a history teacher by reminding them that lots of American history, such as the signing of the Declaration of Independence (which we celebrate on July 4), happened in the summer.
- Explain that each of these people is a different audience. When you want to convince an audience that your opinion is right, it can help to use reasons that would appeal to it.
- Tell students that readers are a kind of audience. Not every reader responds to the same reasons or evidence, so good opinion writers will select the best reasons or evidence for their audience.

## MODELING: SELECTING REASONS FOR SPECIFIC AUDIENCES (3 MIN.)

- Display Activity Page 2.1 and explain that students will use it to think about how they might convince each audience to agree with their opinion on the most important explorer.

### ➤ Activity Page 2.1

- Using “a king or queen” as an example, model how to complete one row of the chart. Sample answers follow.



### Check for Understanding

Ask students to explain the example to a partner in their own words.

## SELECTING REASONS FOR SPECIFIC AUDIENCES (14 MIN.)

- Tell students that they should complete the chart for the remaining audiences.
- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.
- If students finish with time remaining, you may wish to have them pick a different explorer and develop reasons and evidence to convince each audience that this explorer is the most important.
- Although student answers may vary, a sample completed Activity Page 2.1 follows.

### Explorers

Fill in the blank based on the opinion paragraph you wrote in Lesson 1.

In my opinion, the most important explorer was Columbus.

Complete the following chart by thinking about which reasons and evidence would be most likely to convince different audiences to agree with your opinion about the most important explorers. Your teacher will show you an example to start.

### Activity Page 2.1



### Challenge

Ask students to suggest new audiences (such as the school principal, a ship captain, an American president, etc.) and identify the best reasons and evidence to convince these audiences about the most important explorer.

### Support

Allow students to consult the Unit 9 Student Reader, *The Age of Exploration*, to help them gather more reasons and evidence about their chosen explorer.



### Access

#### Entering/Emerging

Use yes/no questions, such as “Did the king and queen send Columbus to a particular place?” to guide students in completing the Activity Page.

#### Transitioning/Expanding

Use sentence frames and starters, such as “A history teacher cares about \_\_\_\_\_, so he or she would probably think \_\_\_\_\_ about Columbus.” to guide students in completing the Activity Page.

#### Bridging

Allow students to discuss explorers and audiences in pairs as they complete the Activity Page.

| Audience                                      | Cares about                             | Most convincing reason                                                           | Because                                                               |
|-----------------------------------------------|-----------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| a king or queen during the Age of Exploration | gaining territory and power             | He discovered America.                                                           | Almost no Europeans knew about it before his discovery.               |
| a child                                       | treasure                                | Other explorers went to the new world to search for things like gold and silver. | People believed the new land would hold treasures.                    |
| a history teacher                             | how one person's actions affect a place | Columbus changed North America forever.                                          | He and his men exposed Native Americans to diseases that harmed them. |

### WRAP-UP (5 MIN.)

- Ask student volunteers to respond to each question and give a reason for their answer. Students may imagine audiences other than the ones on Activity Page 2.1.
  - Who would be the easiest audience to convince that your explorer is the most important?
  - Who would be the most difficult audience to convince that your explorer is the most important?
  - Which audience would be most likely to be convinced by how hard a mission the explorer had?
  - Which audience would be most likely to be convinced by how unique or original the explorer's discovery was?
- Tell students that in the next lesson they will think about how they can write opinion pieces to convince a certain audience.

End Lesson

# Developing Opinion Writing

## PRIMARY FOCUS OF LESSON

Students gather research for an opinion piece about whether or not they would like to be an explorer. [W.3.8]

## FORMATIVE ASSESSMENT

### Activity Page 3.1

**The Explorer's Life** Students gather research for an opinion piece about whether or not they would like to be an explorer. [W.3.8]

## LESSON AT A GLANCE

|                                              | Grouping    | Time    | Materials                                                                                                               |
|----------------------------------------------|-------------|---------|-------------------------------------------------------------------------------------------------------------------------|
| <b>Developing Opinion Writing (30 min.)</b>  |             |         |                                                                                                                         |
| Connections: Explorers and their Lives       | Whole Group | 5 min.  |                                                                                                                         |
| Introduce the Explorer's Life Writing Prompt | Whole Group | 5 min.  | <input type="checkbox"/> The Explorer's Life Writing Prompt                                                             |
| Researching the Explorer's Life              | Independent | 15 min. | <input type="checkbox"/> Activity Page 3.1<br><input type="checkbox"/> Student Readers<br><i>The Age of Exploration</i> |
| Wrap-Up                                      | Partner     | 5 min.  |                                                                                                                         |

## ADVANCE PREPARATION

- Prepare to display The Explorer's Life Writing Prompt, which is available in Teacher Resources, and to distribute a copy to each student.
- Prepare to display Activity Page 3.1, which is available in Teacher Resources, and to distribute a copy to each student.

### Universal Access

- Prepare sentence frames and starters to guide students in completing Activity Page 3.1.
- Students will work on the Activity Page in this lesson and the next lesson. If desired, you may collect the Activity Page at the end of this lesson in order to review student work and plan additional support to offer during Lesson 4.

## Lesson 3

# Developing Opinion Writing



**Primary Focus:** Students gather research for an opinion piece about whether or not they would like to be an explorer. [W.3.8]

**CONNECTIONS: EXPLORERS AND THEIR LIVES (5 MIN.)**

- Ask several students to volunteer places to which they would most like to travel.
  - » Answers may vary but could include the beach, popular theme parks, natural history museums, etc.
- Ask students why they would like to go to these places.
  - » Answers may vary but could include that they seem fun, they want to go someplace they have never been, they would like to learn or see something new, etc.
- Ask students what their trip to these places might be like.
  - » Answers may vary but could include how they would travel (car, plane, train, etc.), what they would do on the way, etc.
- Ask students to think about how this trip would be different from a trip taken by the explorers.
  - » Answers may vary but could include that explorers had to use a compass, did not have radios or other devices to play music, and took many more days to travel by ship, canoe, horseback, and foot.

**Check for Understanding**

Ask students to explain in their own words some differences between the explorers' time and today.

- » Answers may vary, but students should understand that the explorers traveled as a job and often did not take their families with them. They did not get to stop for a long time, so they had to pack food and supplies for many days. They had to rely on maps that were not always right and use devices such as a compass to help them navigate. They often went to places no one they knew had ever been before.

## INTRODUCE THE EXPLORER'S LIFE WRITING PROMPT (5 MIN.)

- Display The Explorer's Life Writing Prompt, available in Teacher Resources, and explain that students will spend the next several lessons working on this assignment.

### ➤ The Explorer's Life Writing Prompt

Explorers during the Age of Exploration had a very important job. They would travel across the world, looking for adventure and new discoveries. But they also risked great danger, such as shipwrecks, landing among unfriendly people, and getting lost or running out of supplies. If you were alive during the Age of Exploration, would you decide to be an explorer or to stay home?

Write an opinion piece explaining whether or not you would choose to be an explorer. Make sure to think about all the elements of a good opinion piece, and think carefully about what reasons will help support your opinion. You will use your Reader and other resources to help you think about reasons to support your opinion.

- Review the prompt with students.
- Ask students to turn and use their own words to explain the prompt to a peer.

## Activity Page 3.1



## Challenge

Ask students to pick one of the facts on their Activity Page and think about how someone with a perspective different from theirs might view this fact.

For example, if students recorded that explorers have to visit places like swamps and deserts, and that they would not like to do this, they should try to think about what kind of person would like to visit swamps and deserts.

For example, someone who likes learning about different plants and animals might like to visit different habitats like swamps and deserts.

## RESEARCHING THE EXPLORER'S LIFE (15 MIN.)

- Distribute Activity Page 3.1 to students, and ensure that they have their Unit 9 Student Readers, *The Age of Exploration*.
- Tell students that they should consult the Student Reader sections on the explorers in order to complete the chart on the Activity Page. You may wish to complete the first row as an example.

**Note:** Students will also have time to work on this chart in Lesson 4, so they need not complete the entire thing in this lesson.

- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.

- Although student answers may vary, a sample completed Activity Page 3.1 appears in Lesson 4.

### WRAP-UP (5 MIN.)

- Ask students to speak with a partner about whether or not they would like to be an explorer if they had lived during the Age of Exploration.
- Ask students to share the reasons for their choice.
- Tell students that in the next lesson they will use additional resources to add to their research on the explorers.

~~~~~End Lesson~~~~~

### Support

Allow students to consult Activity Page 2.1, which they completed in Writing Studio Lesson 2, to think about one explorer's life as they complete Activity Page 3.1.



### Access

#### Entering/Emerging

Use yes/no questions, such as “Would you like to visit new places?” to guide students in completing the Activity Page.

#### Transitioning/Expanding

Use sentence frames and starters, such as “People would explore in order to find \_\_\_\_.” to guide students in completing the Activity Page.

#### Bridging

Allow students to discuss features of an explorer's life in pairs as they complete the Activity Page.



# Developing Opinion Writing

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## PRIMARY FOCUS OF LESSON

Students gather research for an opinion piece about whether or not they would like to be an explorer. **[W.3.8]**

## FORMATIVE ASSESSMENT

**Activity Page 3.1**

**The Explorer's Life** Students gather research for an opinion piece about whether or not they would like to be an explorer. **[W.3.8]**

## LESSON AT A GLANCE

|   | Grouping    | Time    | Materials   |
|---|-------------|---------|---|
| <b>Developing Opinion Writing (30 min.)</b> |             |         |   |
| Connections: Reviewing Work in Progress     | Whole Group | 5 min.  | <input type="checkbox"/> Activity Page 3.1<br><input type="checkbox"/> The Explorer's Life Writing Prompt (optional)    |
| Researching the Explorer's Life             | Independent | 20 min. | <input type="checkbox"/> Activity Page 3.1<br><input type="checkbox"/> Student Readers<br><i>The Age of Exploration</i> |
| Wrap-Up                                     | Partner     | 5 min.  |   |

## ADVANCE PREPARATION

- Prepare to display The Explorer's Life Writing Prompt, which is available in Teacher Resources, and ensure that each student has a copy of the prompt.
- Prepare to display Activity Page 3.1, which is available in Teacher Resources, and ensure that each student has his or her copy of the Activity Page. If you collected the Activity Page after the previous lesson, redistribute it with your feedback.

### Universal Access

- Prepare sentence frames and starters to guide students in completing Activity Page 3.1.

## Lesson 4

# Developing Opinion Writing



**Primary Focus:** Students gather research for an opinion piece about whether or not they would like to be an explorer. **[W.3.8]**

## CONNECTIONS: REVIEWING WORK IN PROGRESS (5 MIN.)

- Ask a student to describe the writing prompt on which they are working.
  - » Students are working on an opinion essay about whether or not they would like to be explorers during the Age of Exploration.
- Ask a student to describe the work students did on Activity Page 3.1 in the previous lesson.
  - » Students gathered information to help them decide whether or not they would like to have been an explorer in the Age of Exploration.
- Ask students to read Activity Page 3.1 to review the information they gathered in the previous lesson.

### Activity Page 3.1



### Challenge

Ask students to pick one of the facts on their Activity Page and think about how someone with a perspective different from theirs might view this fact.

For example, if students recorded that explorers have to visit places like swamps and deserts, and that they would not like to do this, they should try to think what kind of person would like to visit swamps and deserts. For example, someone who likes learning about different plants and animals might like to visit different habitats like swamps and deserts.



### Check for Understanding

Ask students to share an example of how they completed a row on the Activity Page.

## RESEARCHING THE EXPLORER'S LIFE (20 MIN.)

- Ensure that each student has Activity Page 3.1 and his or her Unit 9 Student Reader, *The Age of Exploration*.
- Tell students that just as they did in the previous lesson, they should consult the Student Reader sections on the explorers in order to complete the chart on the Activity Page. They should complete the chart in this lesson.
- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.

- Although student answers may vary, a sample completed Activity Page 3.1 follows.

## The Explorer's Life

Use information from your Student Reader to complete the chart. Put the information into your own words, but make sure to include the page on which you found it in the Student Reader.

| <b>Fact about what life was like for the explorers, page number</b>    | <b>Why the fact is important</b>  | <b>Makes me want to be or not want to be an explorer</b> | <b>Because</b>   |
|--|---|--|--|
| traveled in swamps and deserts, page 4                                 | They had to go to some places that weren't fun.                             | no   | I don't like places where I don't have a bed to sleep in, and you wouldn't really have a bed in the swamp. |
| changed the world, page 4  | shows they were important   | yes  | I want to change the world, too.   |
| They looked for special things like gold or cinnamon, page 10.         | because they helped people learn about things from other parts of the world | yes  | I like finding interesting or new things and sharing them with others.                                     |
| They had to convince kings and queens to pay for their trips, page 16. | because they depended on other people                                       | yes  | I don't want to spend all my money on exploring!   |
| They had to use compasses and other tools to navigate, page 22.        | because they had to know a lot of different things                          | no   | I don't know how to use those things!  |
| People in a new land were not always friendly, page 35.                | You might have to fight people in a new land.                               | no   | I wouldn't want to fight someone over their land.  |

## Support

Allow students to consult Activity Page 2.1, which they completed in Writing Studio Lesson 2, to think about one explorer's life as they complete Activity Page 3.1.



## Access

### Entering/Emerging

Use yes/no questions, such as "Would you like to visit new places?" to guide students in completing the Activity Page.

### Transitioning/Expanding

Use sentence frames and starters, such as "People would explore in order to find \_\_\_\_\_," to guide students in completing the Activity Page.

### Bridging

Allow students to discuss features of an explorer's life in pairs as they complete the Activity Page.

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**WRAP-UP (5 MIN.)**

- Ask students to look over their completed Activity Page 3.1 and determine whether or not they would like to have been an explorer during the Age of Exploration.
- Take a class poll to see how many students would like to have been an explorer and how many would like to have stayed home.
- If time permits, ask a few students to share the reasons for their choice.
- Tell students that in the next lesson they will plan their essays.

---

End Lesson

# Developing Opinion Writing

## PRIMARY FOCUS OF LESSON

Students use an essay map to plan an essay about whether or not they would like to be explorers. [W.3.5]

## FORMATIVE ASSESSMENT

### Activity Page 5.1

**Blank Opinion Essay Map** Students use an essay map to plan an essay about whether or not they would like to be explorers. [W.3.5]

## LESSON AT A GLANCE

|   | Grouping    | Time    | Materials           |
|---|-------------|---------|---------------------|
| <b>Developing Opinion Writing (30 min.)</b> |             |         |                     |
| Connections: Purpose for Writing            | Whole Group | 3 min.  |                     |
| Modeling: Planning with Essay Maps          | Whole Group | 3 min.  | ☐ Activity Page 5.1 |
| Planning with Essay Maps                    | Small Group | 20 min. | ☐ Activity Page 5.1 |
| Wrap-Up                                     | Partner     | 4 min.  |                     |

## ADVANCE PREPARATION

- Prepare to display Activity Page 5.1, Blank Opinion Essay Map, and to distribute a copy for each student to complete in the Planning with Essay Maps activity.
- Ensure that students have their completed Activity Page 3.1, on which they gathered research for their essay, and The Explorer's Life Writing Prompt, which they reviewed in Lesson 3.

### Universal Access

- Prepare sentence starters or frames such as the following:
  - I would want to be an explorer, because \_\_\_\_\_.
  - I like seeing new places, so I \_\_\_\_\_ like being an explorer.
  - I would be the kind of explorer who \_\_\_\_\_.

## Lesson 5

# Developing Opinion Writing



**Primary Focus:** Students use an essay map to plan an essay about whether or not they would like to be explorers. [W.3.5]

**CONNECTIONS: PURPOSE FOR WRITING (3 MIN.)**

- Ask students to name the purpose and audience of their opinion writing piece.
  - » Students are writing to express their opinion about whether or not they would like to have been explorers in the Age of Exploration.
- Ask students to name some things in their own world that help convince people of whether or not it would be good to be an explorer.
  - » Answers may vary but could include that people might be convinced by stories about real-life explorers or by facts from history.

**MODELING: PLANNING WITH ESSAY MAPS (3 MIN.)**

- Ask students to review why it is important to plan your ideas before writing.
  - » Although your ideas may change, it helps to outline or plan them beforehand. Planning helps you decide if you have enough evidence and support for your topic. If you do not have enough, you might have to do some research or pick a new topic.
- Project Activity Page 5.1, a blank opinion essay map.

**➤ Activity Page 5.1****Activity Page 5.1**





### Check for Understanding

Ask students to review the elements of an opinion essay, as listed on the blank essay map.

- » Students should recall that opinion essays include a topic, a statement of opinion about that topic, reasons for the opinion, evidence supporting each reason, a title, an introduction or hook, and a conclusion and final thought.

### Challenge

Ask students to plan an illustration to accompany their essay.

### Support

Guide students in using the information they gathered on Activity Page 3.1 to complete the essay map. For example, you might ask students struggling to decide their opinion, “Do you have more reasons that make you want to be an explorer or not want to be an explorer?”

### PLANNING WITH ESSAY MAPS (20 MIN.)

- Distribute a copy of Activity Page 5.1 to each student.
- Explain that each student will complete the essay map to plan his or her essay.
- Tell students that they will have twenty minutes to plan their essays. They should use the information they gathered on Activity Page 3.1 to help them plan.
- Direct students through planning the following components of their essays. Suggested times follow, but you may customize these according to your class’s needs. Alternatively, if your students are ready for a challenge, you may write the suggested times on the board and allow them to pace their own drafting.
  - Title: 1 min.
  - Statement of opinion: 1 min.
  - Idea for hook: 2 min.
  - Reason one to support opinion: 3 min.
  - Evidence for this reason: 2 min.
  - Reason two to support opinion: 3 min.
  - Evidence for this reason: 2 min.
  - Reason three to support opinion (optional): 3 min.
  - Evidence for this reason (optional): 2 min.
  - Conclusion and final thought: 1 min.

- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.

|   |   |
|---|---|
| <b>Title:</b><br>An Explorer's Life for Me! |   |
| <b>Introductory Paragraph</b>               | <b>Topic:</b><br>explorers in the Age of Exploration  |
|   | <b>Opinion:</b><br>I would have liked being an explorer during the Age of Exploration.  |
|   | <b>Idea for Hook:</b><br>traveling the world  |
| <b>Body Paragraph One</b>                   | <b>Reason one to support opinion:</b><br>Explorers like doing new things.   |
|   | <b>Evidence for this reason:</b><br>They go to places no one they know has been, and they see or even discover new things.                      |
| <b>Body Paragraph Two</b>                   | <b>Reason two to support opinion:</b><br>Explorers want to help their countries.  |
|   | <b>Evidence for this reason:</b><br>They want to take back resources like gold, silver, or spices.  |
| <b>Conclusion</b>                           | <b>Why readers should agree with this opinion:</b><br>It's important to learn about the whole world and not just your own community or country. |
|   | <b>Final thought:</b><br>You can still do that today.   |



## Access

### Entering/Emerging

Use sentence starters and provide heavy support as students work on the opinion map.

### Transitioning/Expanding

Use sentence starters and provide moderate support as students work on the opinion map.

### Bridging

Use sentence starters and provide light support as students work on the opinion map.

---

**WRAP-UP (4 MIN.)**

- Remind students that good writers consider how they might convince different people to agree with them.
- Ask students to work with a partner to brainstorm the reasons that would help different people (such as a child, a country's leader, a history teacher, etc.) agree with their opinion.
- Tell students that in the next Writing Studio lesson they will use the essay map to help them write an essay about why they would or would not like to have been explorers during the Age of Exploration.

~~~~~End Lesson~~~~~

# Developing Opinion Writing

# 6

## PRIMARY FOCUS OF LESSON

Students draft opinion pieces about whether or not they would like to be explorers. [W.3.1, W.3.1a, W.3.1b, W.3.1c, W.3.1d]

## FORMATIVE ASSESSMENT

### Activity Page 6.1

**Blank Drafting Paper** Students draft opinion pieces about whether or not they would like to be explorers. [W.3.1, W.3.1a, W.3.1b, W.3.1c, W.3.1d]

## LESSON AT A GLANCE

|                                             | Grouping    | Time    | Materials                                                                                                                              |
|---------------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Developing Opinion Writing (30 min.)</b> |             |         |                                                                                                                                        |
| Connections: Reviewing the Prompt           | Whole Group | 5 min.  |                                                                                                                                        |
| Writing Opinions                            | Independent | 21 min. | <input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Activity Page 3.1 |
| Wrap-Up                                     | Independent | 4 min.  |                                                                                                                                        |

## ADVANCE PREPARATION

- Make sure students have Activity Pages 3.1 and 5.1, which they completed in previous lessons. They should also have The Explorer's Life Writing Prompt, which was introduced in Lesson 3.
- Prepare to distribute Activity Page 6.1, Blank Drafting Paper, available in Teacher Resources, to each student.

## Lesson 6

# Developing Opinion Writing



**Primary Focus:** Students draft opinion pieces about whether or not they would like to be explorers. [W.3.1, W.3.1a, W.3.1b, W.3.1c, W.3.1d]

## CONNECTIONS: REVIEWING THE PROMPT (5 MIN.)

- Ask students to review the elements of an opinion.
  - » Opinions include a topic, an opinion about something related to that topic, reasons for the opinion, and evidence that supports each reason. Good opinion writing also includes a hook, or introduction that draws readers into the topic, and a conclusion that reminds readers why they should agree with the author's opinion.
- Display The Explorer's Life Writing Prompt.

### ➤ The Explorer's Life Writing Prompt



#### Check for Understanding

Ask students to take turns explaining the prompt to a partner. Ask a student to paraphrase the prompt for the class and name the purpose for writing.

## WRITING OPINIONS (21 MIN.)

- Tell students that they will have approximately twenty minutes to draft their essays.
- Direct students through drafting the following components of their essays. Suggested times follow, but you may customize these according to your class's needs. Alternatively, if your students are ready for a challenge, you may write the suggested times on the board and allow them to pace their own drafting.

## Challenge

Ask students to think about an objection someone might make to their opinion and to include a response to that objection in their essay.

## Support

If students struggle with pacing, have them write the stop time next to each essay map component. This stop time will remind students when to move to the next part of the essay.



## Access

### Entering/Emerging

Have students review their completed Activity Page 5.1 and describe their argument orally to you before they write it down.

### Transitioning/Expanding

Have students review their completed Activity Page 5.1 and describe their argument orally to a peer before they write it down.

### Bridging

Have students review their completed Activity Page 5.1 and describe their argument orally to a group before they write it down.

- Title: 1 min.
- Statement of opinion: 1 min.
- Introduction and hook: 2 min.
- Topic sentence for body paragraph one: 1 min.
- Supporting sentences and evidence for body paragraph one: 4 min.
- Topic sentence for body paragraph two: 1 min.
- Supporting sentences and evidence for body paragraph two: 4 min.
- Topic sentence for body paragraph three (optional): 1 min.
- Supporting sentences and evidence for body paragraph three (optional): 4 min.
- Conclusion and final thought: 2 min.
- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.
- Essay content will vary from student to student, but a sample text appears in Lesson 8.

## WRAP-UP (4 MIN.)

- Ask students to mark one place in their draft where they could use a transition word or phrase such as *because*, *therefore*, *since*, or *for example*.
- Tell students that they may add those transition words when they revise their drafts.

~~~~~  
End Lesson

# Developing Opinion Writing

## PRIMARY FOCUS OF LESSON

Students give feedback on a peer's essay. [W.3.5]

## FORMATIVE ASSESSMENT

Activity Page 7.1

**Feedback** Students give feedback on a peer's essay. [W.3.5]



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Developing Opinion Writing (30 min.)</b>			
Connections: Feedback	Whole Group	5 min.	
Modeling: Giving Feedback	Whole Group	5 min.	<input type="checkbox"/> Sample sentences
Giving Feedback	Independent	15 min.	<input type="checkbox"/> Activity Page 7.1 <input type="checkbox"/> Activity Page 6.1
Wrap-Up	Partner	5 min.	

## ADVANCE PREPARATION

- Make sure students have Activity Page 6.1, which they completed in the previous lesson.
- Prepare to display Activity Page 7.1, which is available in Teacher Resources, and to distribute a copy to each student.
- Prepare to arrange students into partners for the Wrap-Up activity.
- Prepare to display the following sample sentences for the Giving Feedback activity:
  - That sentence has great details that help me really understand life as an explorer.
  - No.
  - I like this.
  - Do you need a transition word here?

## Universal Access

- Prepare sentence frames or starters to guide students giving feedback. For example, “The best thing about this essay is...”

## Lesson 7

# Developing Opinion Writing



**Primary Focus:** Students give feedback on a peer's essay. [W.3.5]

**CONNECTIONS: FEEDBACK (5 MIN.)**

- Tell students to name some reasons it is important to get feedback on their work.
  - » Answers may vary but could include that it helps writers see the work from a reader's point of view and that readers may point out ways to make the writing stronger.
- Ask students to describe what kind of tone to use for feedback.
  - » Answers may vary but could include informative, helpful, respectful, kind, etc.

**Check for Understanding**

Ask a student to name one kind of feedback that they might want on their paper.

**MODELING: GIVING FEEDBACK (5 MIN.)**

- Tell students that in this lesson they will work together to share feedback on each other's work. Explain that when giving feedback it is important to use an appropriate tone.
- Tell students that just as writers use a particular tone to appeal to their audience—such as by using descriptive words and dialogue to convey mood—people who give feedback should use a kind and respectful tone.

- Display the sample sentences.

### ➤ **Sample sentences**

That sentence has great details that help me really understand life as an explorer.

No.

I like this.

Do you need a transition word here?

- Review each one, asking students to discuss whether or not it is an example of good feedback. Examples appear below.
  - That sentence has great details that help me really understand life as an explorer.
    - » This is good feedback, because it explains what is working (the details) and why they work (they help readers understand).
  - no
    - » This is not good feedback, because it doesn't explain what it is about. The author won't know what needs improvement or how to improve it.
  - I like this.
    - » This is not good feedback, because it does not tell the author what is effective or why. It needs to explain what the reader likes about the piece and why he or she likes those things.
  - Do you need a transition word here?
    - » Sometimes asking a question can be good feedback, because it can help the author think about what he or she has written and whether or not it could be stronger with something else in it.
- If time permits, you may wish to have students suggest other feedback statements in appropriate tones. Review and correct as needed to ensure students understand that feedback should be respectful and helpful and should include specific things a writer can do to make the work better.
- Continue modeling as needed to ensure that students understand how to offer appropriate feedback.

### **GIVING FEEDBACK (15 MIN.)**

- Tell students that they will have approximately fifteen minutes to read their partner's work and complete Activity Page 7.1, on which they will offer their partner feedback.

- Distribute Activity Page 7.1 and review instructions.
- Arrange students into the pairs you determined in advance.
- Ask students to exchange their essay drafts, which were composed on Activity Page 6.1, with their partners. Students should read the draft all the way through once before they begin answering the questions on Activity Page 7.1.
- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed. Although answers may vary based on the drafts students have produced, a sample completed Activity Page follows.

## Peer Feedback

Instructions: Read your partner's work all the way through at least one time before answering any questions on this page. After you have read your partner's essay all the way through, you may start answering the following questions. Make sure to answer based on what is written in your partner's essay. If you need help, raise your hand to let your teacher know.

1. Write down the essay's title:
  - » An Explorer's Life for Me!
2. Write down the opinion expressed in the essay:
  - » I would have liked being an explorer during the Age of Exploration.
3. Write down the first reason the author gives for the opinion:
  - » Explorers like doing new things.
4. Write down the evidence for that reason:
  - » They go to new places and see or discover new things.
5. Write down the second reason the author gives for the opinion:
  - » Explorers like to help their countries.
6. Write down the evidence for that reason:
  - » They want to take back resources like gold, silver, or spices.
7. What is the best detail or description in this essay?
  - » the way cinnamon smells
8. What is one place that could use more detail in this essay? Write down something else you would like to know about this part of the essay.
  - » the way cinnamon tastes

## Activity Page 7.1



## Challenge

Ask students to think about how a reader who was not a Grade 3 student might respond to this essay. What kind of feedback might an adult such as a history teacher give the essay's author?

## Support

If students struggle with completing the Activity Page, have them give their answers orally and offer support to help them transfer their answers into writing.



## Access

### Entering/Emerging

Provide heavy support as students use sentence frames or starters to complete the Activity Page.

### Transitioning/Expanding

Provide moderate support as students use sentence frames or starters to complete the Activity Page.

### Bridging

Provide light support as students use sentence frames or starters to complete the Activity Page.

9. Underline any place the author of the narrative includes temporal or transition words.

- » Students will note this information on draft. Ensure that students underline transition or temporal words.

10. Name the essay's final thought.

- » You can still travel the world today.

## WRAP-UP (5 MIN.)

- Allow students to share their feedback with partners and discuss ideas for improvement.
- Tell students that in the next lesson they will revise their essays to incorporate the feedback they have received.

~~~~~End Lesson~~~~~

# Developing Opinion Writing

# 8

## PRIMARY FOCUS OF LESSON

Students revise their essays in response to feedback. [W.3.5]

## FORMATIVE ASSESSMENT

Activity Page 8.1

**Blank Drafting Paper** Students revise their essays in response to feedback. [W.3.5]

## LESSON AT A GLANCE

|                                             | Grouping    | Time    | Materials                                                                                                                              |
|---------------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Developing Opinion Writing (30 min.)</b> |             |         |                                                                                                                                        |
| Connections: Feedback Review                | Independent | 5 min.  | <input type="checkbox"/> Activity Page 7.1                                                                                             |
| Revising                                    | Independent | 20 min. | <input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> Activity Page 7.1<br><input type="checkbox"/> Activity Page 8.1 |
| Wrap-Up                                     | Whole Group | 5 min.  |                                                                                                                                        |

## ADVANCE PREPARATION

- Make sure students have Activity Pages 6.1 and 7.1, on which they completed drafting their essays and received feedback on those essays in previous lessons.
- Prepare to distribute Activity Page 8.1, Blank Drafting Paper, available as a Blackline Master in Teacher Resources, to each student.
- Prepare to arrange students into the same pairs they worked in during the previous lesson.

## Lesson 8

# Developing Opinion Writing



**Primary Focus:** Students revise their essays in response to feedback. [W.3.5]

**CONNECTIONS: FEEDBACK REVIEW (5 MIN.)**

- Ensure that students have Activity Page 7.1, on which they received peer feedback for their essay drafts in the previous lesson.
- Have students reread the feedback they received and think about how they will implement that feedback into their revisions.

**Check for Understanding**

Ask one or more students to share a piece of feedback they received and explain how they plan to incorporate that feedback into their revisions.

**REVISING (20 MIN.)**

- Distribute Activity Page 8.1 to each student.
- Ensure that each student has Activity Pages 6.1 and 7.1.
- Have students rewrite their essays on Activity Page 8.1, making sure to incorporate changes as needed to revise their work in response to peer feedback. Although student work may vary, a sample essay follows.

**Activity Page 8.1****An Explorer's Life for Me!**

The Age of Exploration was an exciting time for many people. Lots of European kings and queens wanted to gain more land and riches for their countries, so they sent explorers sailing out across the oceans to discover new treasures and places.



## Challenge

Ask students to pick a piece of feedback, then write more than one way to revise their essay based on that feedback. Have students pick the most effective revision and write a sentence about why it is the best.

## Support

Allow students to discuss their ideas for revision, then guide them in implementing the ideas in the written essay.



## Access

### Entering/Emerging

Provide heavy support and yes/no questions, such as “Could you add more detail to that sentence?” as students revise their work.

### Transitioning/Expanding

Provide moderate support and short-answer questions, such as “What word or words would help you add more detail to that sentence?” as students revise their work.

### Bridging

Provide light support and open-ended questions, such as “How could you add more detail to that sentence?” as students revise their work.

These explorers got to travel all over the world, even to places that were not on their maps! If I had lived during the Age of Exploration, I would have wanted to be an explorer.

One reason I would want to be an explorer is that they like doing new things. They go to places no one they know has been before, and they even see or discover new things. For example, Christopher Columbus reached North America, which most Europeans did not even know existed! I think it would be very exciting to find new places and tell the king and queen about it, so I would like to be an explorer.

Another reason I would enjoy being an explorer is because they want to help their countries. Explorers search for resources like gold, silver, or spices. You may not think these are all important, but spices can be very valuable resources. Imagine how the first Europeans to taste cinnamon must have felt! They probably smelled it first, noticing the kind of spicy way it smells. They must have been very brave to taste it! But once they did, they learned how delicious it can be, and how it makes things like cinnamon rolls or pumpkin pie taste. By introducing things like cinnamon to their countries, explorers helped bring important resources home.

Today is a little different from the Age of Exploration, because now we know what the world looks like and what countries are in it. But I think it is still important to learn all about the world and not just your own community or country. Therefore, even though I was not alive during the Age of Exploration, I am still going to be an explorer today by visiting lots of new places, learning about them, and teaching people back home about them. In that way I will have my own kind of explorer’s life!



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**WRAP-UP (5 MIN.)**

- Arrange students into the same pairs they worked in during the previous lesson.
- Ask students to meet with their feedback partners and explain the changes they made to their essays in revision.
  - » Answers may vary, but students' essays should reflect an incorporation of the feedback they received.
- Collect Activity Page 8.1, which you will evaluate using the *Third Grade Writing Rubric: Opinion Writing*, located in Teacher Resources.

~~~~~End Lesson~~~~~



Writing Studio 7

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# Purposeful Writing

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# Purposeful Writing

## PRIMARY FOCUS OF LESSON

Students review the writing text types and describe which one works best for a specific purpose and audience. **[W.3.5]**

## FORMATIVE ASSESSMENT

### Activity Page 1.1

**Text Types** Students review the writing text types and describe which one works best for a specific purpose and audience. **[W.3.5]**



## LESSON AT A GLANCE

|                                     | Grouping    | Time    | Materials           |
|-------------------------------------|-------------|---------|---------------------|
| <b>Purposeful Writing (30 min.)</b> |             |         |                     |
| Connections: Text Types             | Whole Group | 7 min.  |                     |
| Defining Text Types                 | Independent | 16 min. | □ Activity Page 1.1 |
| Wrap-Up                             | Partner     | 7 min.  |                     |

## ADVANCE PREPARATION

- Prepare to display Activity Page 1.1 and to distribute a copy to each student.

### Universal Access

- Have students review the story and essay maps they completed in previous units to help them review text types and elements prior to completing Activity Page 1.1.
- Prepare sentence starters as follows:
  - A narrative often includes the following elements...
  - Some components you could find in an opinion piece are...
  - An informative text often has elements such as...
- In Lesson 8, students have the opportunity to publish their writing. This lesson is designed flexibly so that teachers may determine which publication option will be most beneficial and enjoyable for their class. One publication option involves inviting an audience with which students may share their work. Please review Lesson 8 in order to determine the publication process you would like to use with your class, as some options may require advance planning.

## Lesson 1

# Purposeful Writing



**Primary Focus:** Students review the writing text types and describe which one works best for a specific purpose and audience. [W.3.5]

## CONNECTIONS: TEXT TYPES (7 MIN.)

- Ask student volunteers to name each text type they have studied so far in Writing Studio.
  - » Students have studied narratives, opinions, and explanatory/informative writing.
- Ask a few student volunteers to review the components of each text type.
  - » Answers may vary but should include that narratives are stories that include characters, setting, and a plot with a clear sequence of events; opinions include a topic, an opinion about that topic, reasons that support that opinion, and a concluding thought; and informative essays include a statement of the topic, some facts about the topic, and a concluding thought. Good writing also includes things like descriptive details, transition or temporal words, strong vocabulary, and other features.
- Tell students that in this unit, they will learn more about when to use each text type.

## DEFINING TEXT TYPES (16 MIN.)

- Tell students that they will now think more about each text type and when they might use it.
- Distribute Activity Page 1.1.
- Tell students that they will use the information they have learned about the different text types to complete the Activity Page.
- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.

### Activity Page 1.1



## Challenge

Ask students to brainstorm several different examples of when they would use each text type.

## Support

Name some writing assignments students have already completed and ask them to classify those by text type. For example, when they wrote stories about something that represents their community, they wrote narratives; when they wrote biographies of astronauts, they constructed informative essays.



## Access

### Entering/Emerging

Use sentence starters and heavy support to guide students in completing Activity Page 1.1.

### Transitioning/Expanding

Use sentence starters and moderate support to guide students in completing Activity Page 1.1.

### Bridging

Use sentence starters and light support to guide students in completing Activity Page 1.1.

- Although answers may vary, a sample completed Activity Page 1.1 follows.

## Text Types

Use the information you have learned about writing to complete the following table for the three writing text types.

| Text Type   | Key Elements  | Purpose of this writing  | Examples of this kind of writing  | I would use this writing if I wanted to...                     |
|-------------|---|--|---|--|
| Opinion     | Opinions include a topic, a point of view or opinion on that topic, reasons for that opinion, and a concluding thought. They can also include a hook and a statement about why readers should agree with the opinion. | to express an opinion or belief about something; to convince someone to agree with the opinion expressed | essays that describe "the best" or "the worst" thing (such as the best animal a zookeeper could get to care for), argument essays (such as whether or not you would want to be an explorer), reviews of restaurants, books, or movies | show someone how I feel about something                        |
| Informative | Informative essays include a statement of the topic, some facts about the topic, and a concluding thought. They can include facts, definitions, and details. They can also include linking words.                     | to explain or inform   | compare/contrast essays, summaries, essay describing something (like how sight and vision work), biographies (such as astronaut biographies)  | teach someone about something or explain something to a reader |
| Narrative   | Narratives are stories that include characters, setting, and a plot with a beginning, middle, and end. They can also include good details or descriptions, temporal words, and dialogue.                              | to tell a story  | myths, novels like <i>The Wind in the Willows</i> , short stories   | entertain someone or teach someone                             |

## WRAP-UP (7 MIN.)

- Ask students to turn and talk with a peer about which text type they would use for the following writing opportunities. They should give a reason for their choice.
  - help convince your parents that your family should take a trip to Jamestown
  - help your younger sibling know what the colonists had to do to start a community at Jamestown
  - help a teenager learn how to build a house or plant a garden like the colonists
  - help a teacher see why he or she should excuse your absences
- Have several volunteers share their ideas with the class.
- See if any students would use a different text type for one of these prompts. For example, some students might use informative writing to teach someone how to plant a garden, while others might use a narrative about a gardener, or an opinion piece about how gardens are the most important food source.
- Tell students that there is no single answer to these prompts. Good writers can use any text type, but they should think carefully about which text type would be best for a particular audience and purpose. You may wish to model this using the example *convince your parents that your family should take a trip to Jamestown*. (You may wish to clarify that although the colonists are no longer there, tourists can still visit the historic site today.) Students could choose informative (for example, they might gather information and research, such as statistics that show how many people visit Jamestown each year or how it is less expensive than going to other popular sites), opinion (including reasons and evidence, such as that Jamestown is the best vacation spot, because you can learn a lot there and also visit other important places, such as Colonial Williamsburg, while you are in Virginia), or narrative (such as telling a story about a family that traveled to Jamestown and had a great time).
- Explain that in the next Writing Studio session, students will think about how they might help others learn about colonial America.

~~~~~  
End Lesson  
~~~~~

# Purposeful Writing

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## PRIMARY FOCUS OF LESSON

Students determine which text type to use to help readers understand colonial America. **[W.3.5]**

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## FORMATIVE ASSESSMENT

Activity Page 2.1

**Planning: Understanding the Colonies**

Students determine which text type to use to help readers understand colonial America. **[W.3.5]**

## LESSON AT A GLANCE

|                                     | Grouping    | Time    | Materials  |
|-------------------------------------|-------------|---------|--|
| <b>Purposeful Writing (30 min.)</b> |             |         |  |
| Connections: Introduce the Prompt   | Whole Group | 8 min.  | <input type="checkbox"/> Writing Prompt:<br>Consider the Colonies  |
| Planning Your Writing               | Independent | 17 min. | <input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> <i>Living in Colonial America</i> |
| Wrap-Up                             | Whole Group | 5 min.  |  |

## ADVANCE PREPARATION

- Prepare to display the Writing Prompt: Consider the Colonies, available in Teacher Resources, and to distribute a copy to each student.
- Ensure that each student has *Living in Colonial America*, the Student Reader for Unit 10.
- Prepare to display Activity Page 2.1, which is available in Teacher Resources, and to distribute a copy to each student.

### Universal Access

- In a preteaching session, have students identify the most interesting or entertaining thing they have learned about the American colonies. You may also have them consider what they would most like to see in the colonies if they could really time travel to them. This can serve as a starting point for their writing.

## Lesson 2

# Purposeful Writing



**Primary Focus:** Students determine which text type to use to help readers understand colonial America. **[W.3.5]**

**CONNECTIONS: INTRODUCE THE PROMPT (8 MIN.)**

- Ask students to name what they have been studying in Unit 10.
  - » Students are studying colonial America.
- Ask students to name the most interesting thing they have learned about colonial America.
  - » Answers may vary, but students should cite material from the unit.
- Tell students that their final Writing Studio essay will try to help other readers understand colonial America, too.
- Display the Writing Prompt: Consider the Colonies and review it with the class.

**➤ Writing Prompt: Consider the Colonies**

In class, we have been learning all about the American colonies and what life was like for colonists who lived in them. In the final Writing Studio unit, you will create a piece of writing for someone who is not in our class. You will write something that you think will help that person understand what life was like in colonial America.

For the next few lessons, you will work on your writing. You will think about what you have learned in Unit 10, *Colonial America*, and what information is most important for others to understand about the colonies. You will use that information to plan a piece of writing about that topic. Your teacher will discuss some examples from other units with you as a model.

Throughout the year, you have learned about different ways of writing. You have studied informative/explanatory writing, opinion writing, and narrative writing. Your writing should include all the elements of the text type you select.

Remember that the purpose of your writing is to help someone else understand what life was like in colonial America. Today you will pick the person for whom you are writing, and you should keep them in mind as you plan.

- You will use the writing rubrics for Grade 3 (*Third Grade Writing Rubric: Narrative Writing*, *Third Grade Writing Rubric: Opinion Writing*, or *Third Grade Writing Rubric: Informative/Explanatory Writing*), available in Teacher Resources, to assess students' final work in this unit. You will select the appropriate rubric to evaluate each student's work. Because students may select their text type, you will not necessarily use the same rubric for each student.
- Tell students that there is not a right or wrong text type to use for this assignment. The goal is to help other readers understand what life was like in colonial America. Students should select the text type that they believe will do that best.
- Ask students to explain the prompt to a peer.



### Check for Understanding

Ask a volunteer to explain the prompt in his or her own words.

## PLANNING YOUR WRITING (17 MIN.)

- Distribute Activity Page 2.1 to students and ensure that they have their Unit 10 Student Readers, *Living in Colonial America*.
- Review the Activity Page.
- Model a sample approach to this assignment by using an example from Unit 9, *Early Explorations of North America*. You may explain that if you were writing to help someone understand this topic, you could write an opinion, an informative essay, or a narrative. You might decide to write an opinion essay that explains why understanding the early explorers is one of the best ways to prepare for middle school and high school social studies classes. You might write an informative piece that explains that understanding the early explorers helps us see how America is connected to many other parts of the world. Or you might write a narrative imagining what life was like for the early explorers, which would help readers understand the challenges the explorers faced. Each of these could be useful, but the most important part is to remember the purpose and audience of writing. You would pick the text type best suited to the purpose and audience.

### Activity Page 2.1





## Challenge

Ask students to give reasons and evidence to support their answers to the questions on Activity Page 2.1.

## Support

Allow students to consult the Student Readers, *Living in Colonial America*, for inspiration and ideas.



## Access

### Entering/Emerging

Use yes/no questions, such as “Is understanding how colonial America helped create our country the most helpful thing for readers to understand?” to guide students in completing the Activity Page.

### Transitioning/Expanding

Use short-answer questions, such as “What is the most important thing about colonial America?” to guide students in completing the Activity Page.

### Bridging

Use open-ended questions, such as “Why is it important to learn about colonial America?” to guide students in completing the Activity Page.

- Ask students to raise a silent hand to reflect which of the above options they would pick if they were writing about Unit 9, *Early Explorations of North America*: narrative, opinion, or informative writing.
- If time permits, you may have a student volunteer share his or her choice and the reasoning behind it.
- Ask students to complete the Activity Page, based on how they will respond to the prompt Consider the Colonies.
- Although student answers may vary, a sample completed Activity Page 2.1 follows.

## Planning: Consider the Colonies

Use information you have learned in studying colonial America to answer the following questions. You will use this information to help you plan your writing.

1. The most interesting thing I have learned about colonial America is
  - » even the children had to work hard.
2. This is interesting to me, because
  - » it is different from my life.
3. Would this be interesting to other people? Why or why not?
  - » Yes, because people like to know about our history.
4. The most important thing to understand about the colonies is
  - » that life was not easy.
5. The colonies are important to know about, because
  - » without them we would not be here!

Remember that your writing should help a reader understand colonial America. In the blank that follows, write the name of the person you would like to read your work: my grandmother. This person is your work’s audience.

Thinking about your audience, answer the following questions.

6. I think the thing that will most help my audience understand life in the American colonies is
  - » knowing that colonial America is important because colonists worked hard, did a lot of things that influence us still today, and believed in a lot of the things Americans still believe.

7. I will write about this thing in (circle one):

an opinion

a narrative

an informative essay

8. This is the best text type for my purpose and audience, because

» my grandmother is always interested in what I think about things.

- 
- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.

---

### WRAP-UP (5 MIN.)

- Take a class poll to see which text type students selected.

**Note:** In the next lesson, students will plan their work using the appropriate map for their selected text type. Make sure to tally the number of students working in each text type so that you can prepare the correct maps for them to use in the next lesson.

- If time permits, allow students representing each text type to discuss the reasons for their choice.
- Tell students that in the next lesson they will continue planning their writing.

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End Lesson

# Purposeful Writing

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## PRIMARY FOCUS OF LESSON

Students plan their writing. [W.3.5]

## FORMATIVE ASSESSMENT

**Blank Story or Essay Map**  
(*will vary by student*)

**Blank Story or Essay Map** Students plan their writing. [W.3.5]

## LESSON AT A GLANCE

|  | Grouping    | Time    | Materials  |
|--|-------------|---------|--|
| <b>Purposeful Writing (30 min.)</b>    |             |         |  |
| Connections: Story Maps and Essay Maps | Whole Group | 5 min.  |  |
| Planning Your Writing                  | Independent | 18 min. | <input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> Writing Prompt: Consider the Colonies<br><input type="checkbox"/> Blank Story Map, Blank Opinion Essay Map, or Blank Informative Essay Map (will vary by student) |
| Wrap-Up                                | Partner     | 7 min.  | <input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> Completed story or essay map  |

## ADVANCE PREPARATION

- Prepare to distribute a blank story or essay map to each student, based on the text type he or she selected in the previous lesson.

## Lesson 3

## Purposeful Writing



**Primary Focus:** Students plan their writing. [W.3.5]

### CONNECTIONS: STORY MAPS AND ESSAY MAPS (5 MIN.)

- Ask students what tools they have used to plan their writing in earlier units.
  - » Answers may vary based on text type, but students should recall the story map and essay map forms used in previous lessons.
- Explain that students will use the same maps to plan their writing about colonial America. However, the exact map students use will depend on the text type they are writing. Students writing narratives will use the blank story map; students writing opinions will use a blank opinion essay map; students writing informative essays will use a blank informative essay map.
- Distribute maps to students based on the text type on which they will work.



### Check for Understanding

Ask a student volunteer to review the elements of a selected text type in his or her own words.

### Support

Remind students to consider the writing's purpose and audience as they plan.

### Challenge

Remind students that not everyone likes the same things, and challenge them to note on their story or essay map how they might use their writing to interest different kinds of readers.

### PLANNING YOUR WRITING (18 MIN.)

- Have students use a blank story or essay map to plan their writing.
- You may wish to review the structure of each map with small groups working on each text type.
- As students work, circulate and check on their progress. Student work may vary based on their choice of text type, but for reference, a completed map follows.

## Title

## Understanding Colonial America

### Paragraphs

### Introductory Paragraph

**Topic:** *the American colonies*

**Opinion:** *The most important things to know in order to understand the colonies are that colonists had to work very hard, believed in a lot of the same things we do, and helped make America what it is today.*

**Idea for Hook:** *How much do you know about how America got started?*

### Body Paragraph One

**Reason one to support opinion:**

*The most important thing to know about life in the colonies is that it was hard.*

**Evidence for this reason:**

*everyone worked: building houses, planting and harvesting crops, hunting and fishing, raising animals, sewing, making soap and candles*

### Body Paragraph Two

**Reason two to support opinion:**

*Another important thing to understand about life in the colonies is that colonists believed a lot of the same things we do.*

**Evidence for this reason:**

*They believed in hard work, adventure, working together, and getting along with lots of different people.*

### Body Paragraph Three (optional)

**Reason three to support opinion:**

*The last thing to understand about the colonists is that they helped make America what it is today.*

**Evidence for this reason:**

*They established our government and some of our important laws.*

### Conclusion

*Understanding the colonies helps us know about our past.*

**Why readers should agree with this opinion:**

*These are the most important things to understand about the colonies. These things still influence America today.*

**Final thought:**

*Check out the colonies!*



## Access

### Entering/Emerging

Review the elements of the text type students have selected and provide heavy support as they plan their writing.

### Transitioning/Expanding

Review the elements of the text type students have selected and provide moderate support as they plan their writing.

### Bridging

Review the elements of the text type students have selected and provide light support as they plan their writing.

---

**WRAP-UP (7 MIN.)**

- Have students explain which text type they are using and summarize their maps for a partner.
- Tell students that in the next lesson, they will start drafting their writing.

---

End Lesson

# Purposeful Writing

## PRIMARY FOCUS OF LESSON

Students draft introductions to their writing. [W.3.4]

## FORMATIVE ASSESSMENT

Activity Page 4.1

**Blank Drafting Paper** Students draft introductions to their writing. [W.3.4]



## LESSON AT A GLANCE

|                                     | Grouping    | Time    | Materials  |
|-------------------------------------|-------------|---------|--|
| <b>Purposeful Writing (30 min.)</b> |             |         |  |
| Connections: Introductions          | Whole Group | 5 min.  | <input type="checkbox"/> Activity Page 1.1   |
| Drafting Introductions              | Independent | 20 min. | <input type="checkbox"/> Activity Page 4.1<br><input type="checkbox"/> completed story or essay map<br><input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> <i>Living in Colonial America</i> (optional) |
| Wrap-Up                             | Partner     | 5 min.  | <input type="checkbox"/> Activity Page 4.1   |

## ADVANCE PREPARATION

- Ensure that students have the writing prompt, the story or essay map on which they planned their writing, and Activity Pages 1.1 and 2.1, which they completed in previous lessons and which they will use to draft their work.
- Ensure that each student has *Living in Colonial America*.
- Prepare to distribute Activity Page 4.1 (Blank Drafting Paper, available as a Blackline Master in Teacher Resources). Alternatively, you may have students compose on word processors if you would prefer. Students will practice their keyboarding skills when they create a clean, final copy of their summaries in Lesson 7. However, you may wish to allow them to draft on keyboards as well for additional practice and preparation (optional).

## Universal Access

- Prepare sample introductions for each text type and review these with groups of students, highlighting features of an effective introduction within the text type on which students are working.

## Lesson 4

# Purposeful Writing



**Primary Focus:** Students draft introductions to their writing. [W.3.4]

## CONNECTIONS: INTRODUCTIONS (5 MIN.)

- Tell students that in this lesson they will start drafting their work. They will start by writing the introduction. To do that well, it is important to think about what sort of context, or background information, readers need to understand the writing.
- You may also encourage students to think about what form they want their writing to take. For example, they have written summaries, stories, and other kinds of writing this year. Although they already know they are writing opinions, narratives, or informative pieces, they may want to think about the form those pieces will take. If students are writing narratives, will the narrative be a myth, a fable, or a short story? Or will it be a personal narrative about their own time studying colonial America? The same sort of questions apply for each text type. Students may brainstorm based on Activity Page 1.1's list of the kinds of writing associated with each text type.
- Ask students to think about what might make different readers most interested in understanding colonial America.
  - » Answers may vary but could include that some readers might get interested in understanding life in colonial America if they understand how it relates to life in America today.
- Tell students that they will spend this lesson writing introductions to their work.

## DRAFTING INTRODUCTIONS (20 MIN.)

- Distribute Activity Page 4.1, which each student will use to record his or her draft.
- Ensure that students have Activity Page 2.1 and the map on which they planned their work. They should also have *Living in Colonial America*, the Student Reader for Unit 10.
- Ask students to review the important parts of an introduction for their text type.

### Activity Page 4.1



### Challenge

Ask students to add a quotation or other piece of information from *Living in Colonial America* to their introduction.

## Support

Ask students to explain what information a reader would need at the start of this kind of writing, then help students develop that information into an introduction.



## Access

### Entering/Emerging

Ask students to orally describe the purpose of their writing, then provide heavy support to help them make sure that purpose is clear in the work's introduction.

### Transitioning/Expanding

Ask students to orally describe the purpose of their writing, then provide moderate support to help them make sure that purpose is clear in the work's introduction.

### Bridging

Ask students to orally describe the purpose of their writing, then provide light support to help them make sure that purpose is clear in the work's introduction.

- Guide students as they write the introductions for their work. A sample essay appears in Lesson 7.

## WRAP-UP (5 MIN.)

- Have students describe their introductions to a partner, making sure to name the text type and main idea of their writing.



## Check for Understanding

Ask a volunteer or two to share their introductions with the class.

- Tell students that in the next lesson they will begin drafting their body paragraphs.

End Lesson

# Purposeful Writing

## PRIMARY FOCUS OF LESSON

Students draft body paragraphs of their writing. [W.3.4]

## FORMATIVE ASSESSMENT

Activity Page 4.1

**Blank Drafting Paper** Students draft body paragraphs of their writing. [W.3.4]

## LESSON AT A GLANCE

|                                     | Grouping    | Time    | Materials  |
|-------------------------------------|-------------|---------|--|
| <b>Purposeful Writing (30 min.)</b> |             |         |  |
| Connections: Body Paragraphs        | Small Group | 6 min.  |  |
| Drafting Body Paragraphs            | Independent | 18 min. | <input type="checkbox"/> Activity Page 4.1<br><input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> <i>Living in Colonial America</i> |
| Wrap-Up                             | Partner     | 6 min.  | <input type="checkbox"/> Activity Page 4.1   |

## ADVANCE PREPARATION

- Ensure that students have the writing prompt and Activity Page 2.1, which they will use to draft their narratives and which were completed in previous lessons.
- Students should also have Activity Page 4.1, on which they began drafting their narratives in the previous lesson, and their Student Readers, *Living in Colonial America*, from Unit 10.
- Prepare to divide students into small groups based on the text type they are writing. Each group should consist of students working in the same text type.

## Universal Access

- Prepare sentence starters to help students transform the main idea and supporting information from their story or essay maps into complete sentences for their drafts.

## Lesson 5

# Purposeful Writing



**Primary Focus:** Students draft body paragraphs of their writing. [W.3.4]

## CONNECTIONS: BODY PARAGRAPHS (6 MIN.)

- Tell students that in this lesson they will draft the body paragraphs of their writing.
- Arrange students into groups based on the text type they are writing.
- Ask students to discuss what components a good body paragraph includes, based on the text type their group is writing.
  - » Answers may vary, but they could include the following: opinion body paragraphs include reasons that support the opinion and linking words that show how ideas connect to each other. Informative essay body paragraphs include facts, definitions, and details about the topic. They can include linking words and illustrations. Narrative body paragraphs can include dialogue, description, and transitional words.
- Tell students that they will draft body paragraphs for their work in this lesson.



## Check for Understanding

Ask students from each group to name some elements they should include in an opinion piece, an informative piece, and a narrative.

## DRAFTING BODY PARAGRAPHS (18 MIN.)

- Ensure that students have Activity Page 4.1, on which they began drafting their work in the previous lesson.
- Ensure that each student has Activity Page 2.1, which they will use to draft their work. Students may also wish to consult *Living in Colonial America*.

## Support

Remind students to consult the maps on which they planned their writing and allow them to discuss with a partner the elements they should include in their work.

## Challenge

Ask students to add more details, description, or linking/transition words to their work, depending on the text type they selected.



### Access

#### Entering/Emerging

Use the students' story or essay maps and provide heavy support to help students present a main idea and supporting information in their body paragraphs.

#### Transitioning/Expanding

Use the students' story or essay maps and provide moderate support to help students present a main idea and supporting information in their body paragraphs.

#### Bridging

Use the students' story or essay maps and provide light support to help students present a main idea and supporting information in their body paragraph.

- Direct students through drafting the body paragraphs of their work, making sure they include the appropriate elements for the text type they are writing.

A sample essay appears in Lesson 7.

### WRAP-UP (6 MIN.)

- Have students describe the main idea of one body paragraph to a partner.
- Have students name the text type elements that they included in their body paragraphs and give an example of each one.
- Tell students that in the next lesson they will draft their work's conclusion.

~~~~~  
End Lesson  
~~~~~

# Purposeful Writing

# 6

## PRIMARY FOCUS OF LESSON

Students draft conclusions to their writing. [W.3.4]

## FORMATIVE ASSESSMENT

Activity Page 4.1

**Drafting Paper** Students draft conclusions to their writing. [W.3.4]



## LESSON AT A GLANCE

|                                     | Grouping    | Time    | Materials   |
|-------------------------------------|-------------|---------|---|
| <b>Purposeful Writing (30 min.)</b> |             |         |   |
| Connections: Draft Review           | Independent | 5 min.  | <input type="checkbox"/> Activity Page 4.1  |
| Putting It All Together             | Whole Group | 5 min.  |   |
| Drafting Conclusions                | Independent | 17 min. | <input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> Activity Page 4.1<br><input type="checkbox"/> story or essay map |
| Wrap-Up                             | Partner     | 3 min.  |   |

## ADVANCE PREPARATION

- Make sure students have Activity Pages 2.1 and 4.1 from previous lessons. They should also have the story or essay maps on which they planned their work.

### Universal Access

- Review elements of conclusions based on each text type.

## Lesson 6

# Purposeful Writing



**Primary Focus:** Students draft conclusions to their writing. [W.3.4]

## CONNECTIONS: DRAFT REVIEW (5 MIN.)

- Ask students to reread the drafts they started in previous lessons.

## PUTTING IT ALL TOGETHER (5 MIN.)

- Tell students that in this lesson, they will finish drafting their writing. They will make sure that they have a good, solid conclusion.
- Ask students what makes a strong conclusion for each text type.
  - » Answers may vary, but they could include that a strong narrative conclusion leaves the reader with a final thought about the characters and their actions, a strong conclusion to an informative piece reminds readers of the topic and the main idea of the writing, and a strong conclusion of an opinion tells readers why they should agree with the opinion expressed in the essay.



### Check for Understanding

Ask students to give an example of a final thought that fits an opinion piece, a narrative, and an informative piece.

- » Answers may vary but should reflect appropriate elements based on each text type.

- Ask students to turn and share the main idea of their writing with a partner.
- Tell students that they should use their conclusions to make sure this main idea is expressed in their work.

### Challenge

Have students add additional details or description to their writing.

### Support

Ask students to describe their work's main point. Offer support as needed to help them incorporate that point into the writing's final thought.



### Access

#### Entering/Emerging

Allow students to describe the end of their work orally to a teacher as they prepare to draft their conclusions.

#### Transitioning/Expanding

Allow students to describe the end of their work orally to a partner as they prepare to draft their conclusions.

#### Bridging

Allow students to describe the end of their work orally to a group of peers as they prepare to draft their conclusions.

## DRAFTING CONCLUSIONS (17 MIN.)

- Make sure students have their completed story or essay maps and Activity Pages 2.1 and 4.1, on which they began planning and drafting their narratives.
- Guide students through the process of drafting their conclusions. If they finish with remaining time, they may review their drafts to make sure they include all the material from the story or essay map.

## WRAP-UP (3 MIN.)

- Ask students to turn and talk to a partner about why their work would help someone understand what life was like in the American colonies.
- Tell students that in the next lesson they will write clean copies of their work.

~~~~~End Lesson~~~~~

# Purposeful Writing

## PRIMARY FOCUS OF LESSON

Students use keyboarding techniques to produce a final, publishable copy of their writing. **[W.3.6]**

## FORMATIVE ASSESSMENT

### Final Essay

**Polishing** Students use keyboarding techniques to produce a final, publishable copy of their writing. **[W.3.6]**

## LESSON AT A GLANCE

|                                                 | Grouping    | Time    | Materials                                                                                                        |
|-------------------------------------------------|-------------|---------|------------------------------------------------------------------------------------------------------------------|
| <b>Purposeful Writing (30 min.)</b>             |             |         |                                                                                                                  |
| Connections: Polishing and Publishing your Work | Whole Group | 5 min.  |                                                                                                                  |
| Creating a Final, Polished Copy                 | Independent | 22 min. | <input type="checkbox"/> keyboard, word processor<br><input type="checkbox"/> writing drafts (Activity Page 4.1) |
| Wrap-Up                                         | Partner     | 3 min.  |                                                                                                                  |

## ADVANCE PREPARATION

- Assemble the necessary devices for students to type final, polished versions of their writing. If necessary, reserve time in the school computer lab. Alternatively, if technology is not available, you may adapt this lesson to have students rewrite clean copies of their work.
- Ensure that students have the drafts of their writing, which they completed in the previous lesson.

### Universal Access

- Preteach the basics of keyboarding, providing scaffolding as needed for students who require additional support.

## Lesson 7

# Purposeful Writing



**Primary Focus:** Students use keyboarding techniques to produce a final, publishable copy of their writing. [W.3.6]

## CONNECTIONS: POLISHING AND PUBLISHING YOUR WORK (5 MIN.)

- Ask students to review the various parts of the writing process they have worked on during Writing Studio this year.
  - » Answers may vary but could include planning, drafting, research, revision, editing, including linking words or specific details, etc.
- Remind students that publishing is another part of the writing process.
- Tell students that in this lesson they will prepare a final, polished copy of their work, which will help in the publishing process. You may wish to explain the publication process you will follow for sharing this work, which you will complete in the next lesson, and note how this demonstrates the need for a clean copy.



### Check for Understanding

Ask a student volunteer to explain why it is important to create a clean copy of your final draft.

## CREATING A FINAL, POLISHED COPY (22 MIN.)

- Ensure that each student has his or her complete draft, which was completed in previous lessons.
- Ensure that each student has access to the appropriate device or technology. Review any guidelines for using this equipment.
- Guide students in typing their final writing, providing support as needed.
- Although student work may vary, a sample essay follows.

### Support

If students struggle with typing, you may wish to read the text aloud as they type, thus freeing them to focus on the typing rather than consulting the source text.

### Challenge

If students complete their keyboarding with time remaining, allow them to conference with a partner, exchanging work and writing a sentence or more to compare and contrast the approach they each took to the assignment.

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## Understanding Colonial America

How much do you know about how America got started? It is important to know about our history, because this helps us understand our own lives better. There are several important things to understand about the American colonies. They are that colonists had to work very hard, cared about a lot of the same things we care about today, and helped build some important parts of our government.

The most important thing to know about life in the colonies is that it was hard. Everyone had to work, even kids. Today if you move somewhere new, you can probably find a place to live. But in the colonies, there were no houses yet, and the colonists had to build their own homes! They also had to grow all their own food. For example, they planted and harvested crops, hunted, fished, and raised animals like cows and pigs. They also made their own supplies, like clothing, soap, and candles.

Another important thing to understand about life in the colonies is that colonists cared about a lot of the same things we do. First, they believed in hard work. They also believed in exploration and independence. In order to make it in the colonies, you had to work together, and colonists believed in that, too. Finally, they also had to get along with people from lots of different places. Some colonies had people from many different parts of Europe living near each other. That is like the way America later became what we call a melting pot, where people come together from many different places.

The last thing to understand about the colonists is that they helped make America what it is today. Some of the colonies made important new governments that we later used to build America's government. For example, the House of Burgesses in Virginia was an example of how to organize a government. The Fundamental Orders of Connecticut helped us create America's Constitution. In this way, the colonists helped make America the country we know today.

It is important to know about the colonies, because they are part of our history. These are the most important things to understand about the colonies. Even though they existed a long time ago, the colonies still influence America today. That's why you should check out the colonies!



## Access

### Entering/Emerging

Conference with students after they have typed a paragraph, offering heavy support and input on their progress.

### Transitioning/Expanding

Conference with students after they have typed 1–2 paragraphs, offering moderate support and input on their progress.

### Bridging

Conference with students after they have typed 1–2 paragraphs, offering light support and input on their progress.

- 
- Circulate as students type, offering feedback on their work.

## WRAP-UP (3 MIN.)

- If time permits, have a few volunteers explain how they can see their keyboarding skills improving. (For example, students may feel that they type with fewer mistakes or that they type more quickly than they did previously.)
- Tell students that in the next Writing Studio lesson they will publish their work. You may wish to explain how students will do this or assign any steps that need advance preparation.

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End Lesson



# Purposeful Writing

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## PRIMARY FOCUS OF LESSON

Students publish their work. [W.3.6]

## FORMATIVE ASSESSMENT

### **Publishing**

*(media will vary)*

Students publish their work. [W.3.6]

## LESSON AT A GLANCE

|                                     | Grouping    | Time    | Materials                              |
|-------------------------------------|-------------|---------|----------------------------------------|
| <b>Purposeful Writing (30 min.)</b> |             |         |                                        |
| Connections: Publishing Plan        | Whole Group | 5 min.  |                                        |
| Publishing                          | Independent | 20 min. | ❑ Completed drafts (Activity Page 4.1) |
| Wrap-Up                             | Whole Group | 5 min.  |                                        |

## ADVANCE PREPARATION

- Make sure students have the final drafts of their writing, which they completed in the previous lesson. If students transcribed their writing using a word processor, make sure they have that file.
- Ensure that you have planned the manner in which students will publish their writing. This lesson is designed to fulfill CCSS W.3.6, which asks students to use technology and digital tools to collaborate and publish work. We encourage teachers to customize this lesson to take full advantage of the opportunities available at their individual schools. For example, if your classroom has its own website, you might have students publish their writing in a special page or section on the site. They may also create a book that will become part of the class library, or they could record their work as video essays for next year's students. Alternatively, you might stage a class reading or publication party, to which students may invite the people they selected as their writing's audience.

If your classroom does not have video recording devices, you may record the work using a smart phone. In that case, you may wish to have the other students watch the live performance, as it will be difficult to play back the videos with a high resolution. However, students could publish the videos by adding them to a class site or blog.

This lesson enables teachers to customize the instruction and publication to your students and learning environment. The goal of this activity is not to force students to publish their work in the same manner but to encourage teachers and students to build on the tools available in their community to enhance the learning experience.

## Lesson 8

## Purposeful Writing



**Primary Focus:** Students publish their work. [W.3.6]

### CONNECTIONS: PUBLISHING PLAN (5 MIN.)

- Explain the process by which students will publish their work. Review any necessary steps. For example, if you are recording student video essays, remind students of good tips for recording their work. These may include speaking loudly and clearly and performing as naturally as possible.



### Check for Understanding

Ask students to make additional suggestions for the publication process.

- » Answers may vary, but they should be based on the publishing process your class is using.

### PUBLISHING (20 MIN.)

- Review the process by which you will publish student work and clarify the role students will play in this process.
- Arrange students into the appropriate configurations and have them publish their work.

### Challenge

After students finish publishing their work, ask them to write a sentence explaining why the text type they selected is the best for the assignment's purpose and audience.

### Support

Allow students who struggle with the publication process to work with a partner or with teacher support.

## WRAP-UP (5 MIN.)

- Ask students to share which text type they think will be most helpful for new readers who would like to understand what life was like in the American colonies.
  - » Answers may vary, but students should give a reason for their choice.
- If you have arranged a publication event, remind students of when that will take place.
- Collect students' final drafts, which you will evaluate using the *Third Grade Writing Rubric: Opinion Writing*, *Third Grade Writing Rubric: Narrative Writing*, or the *Third Grade Writing Rubric: Informative/Explanatory Writing*, all located in Teacher Resources.

~~~~~End Lesson~~~~~



### Access

#### Entering/Emerging

Review the publication steps and provide heavy support as students publish their work.

#### Transitioning/Expanding

Review the publication steps and provide moderate support as students publish their work.

#### Bridging

Review the publication steps and provide light support as students publish their work.

# Core Knowledge Language Arts Amplify.

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