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

| I can use grammar conventions to send a clear message to a reader or listener. (L.3.1) |
| I can use conventions to send a clear message to my reader. (L.3.2) |
| I can express ideas using carefully chosen words. (L.3.3) |
| I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) |

### Supporting Learning Targets

- I can check my peers’ work for correct capitalization.
- I can check my peers’ work for correct spelling.
- I can check my peers’ work for correct punctuation.

### Ongoing Assessment

- Conventions anchor charts
- Letter to Ms. Osborne about Japan (drafts annotated for edits)
- Exit ticket
- Things I Need to Remember for Writing recording form
# Agenda

1. **Opening**
   - Engaging the Writer and Unpacking the Learning Targets (10 minutes)

2. **Work Time**
   - Chalk Talk (15 minutes)
   - Modeling: Editing for Conventions (10 minutes)
   - Editing Stations (20 minutes)

3. **Closing and Assessment**
   - Exit Ticket: Editing Checklist (5 minutes)

4. **Homework**
   - Continue reading your independent book for this unit.

## Teaching Notes

- In this lesson, students edit their letters to Mary Pope Osborne about Japan for correct spelling, punctuation, and capitalization. This gives them an opportunity to practice new skills with teacher guidance. (Later in the unit, as the End of Unit 3 Assessment, students will independently revise their first drafts (about their expert group country) from the Mid-Unit 3 Assessment).

- Consider allowing students to use a dictionary to locate the correct spelling and meaning of words.

- Students’ letters are a compilation of their opening paragraph, two body paragraphs, and closing paragraph. Note that they did not combine these into one paper.

- Collect students’ Exit Ticket: Editing Checklist and Things I Need to Remember for Writing recording forms before the End of Unit 3 Assessment to clear up misconceptions.

- In advance:
  - Write a short “convention-less” paragraph—a paragraph containing errors in capitalization, punctuation, and spelling—to use during Work Time B or use the one provided in the supporting materials.
  - Set up three stations with Conventions anchor charts—one for spelling, one for capitalization, and one for punctuation. Each station should also be designated a different colored marker, and there should be enough markers for each student at every station. Having different colors at each station will help students focus on editing for one convention at a time and recall what needs to be corrected when revising. Ideally these stations will have enough room to comfortably sit about a third of your class. Students should be able to see Conventions anchor charts, access materials, and have a surface to write on (table/desks or clipboards). Post one piece of chart paper at each station. On each chart, write these questions in the designated color:
    - How do I make sure my SPELLING is correct?
    - How do I know if my PUNCTUATION is correct?
    - How do I know if my CAPITALIZATION is correct?
  - Review the Chalk Talk protocol (see Appendix).
  - Post: Learning targets.
### Lesson Vocabulary

capitalization, punctuation, conventions

### Materials

- “Convention-less” paragraph (one to display)
- Letter to Ms. Osborne about Japan (from Lessons 2–6; one per student)
- Spelling Conventions anchor chart (new; teacher-created; see Teaching Notes)
- Punctuation Conventions anchor chart (new; teacher-created; see Teaching Notes)
- Capitalization Conventions anchor chart (new; teacher-created; see Teaching Notes)
- Markers (several per conventions station; see Teaching Notes)
- Summary of Conventions for K–3 (from Lesson 3)
- Dictionaries (optional; one per couple of students)
- Exit Ticket: Editing Checklist (one per student)
- Things I Need to Remember for Writing recording form (from Lesson 5; one per student)
### Opening

**A. Engaging the Writer and Unpacking the Learning Targets (10 minutes)**

- Display the “convention-less” paragraph.
- Ask for a volunteer to try to read it aloud.
- Ask the class what made reading this paragraph difficult.
- Listen for students to notice that the reason your paragraph was unclear to them as readers was that there were no *conventions* used. Explain that writers use *conventions*, or writing rules, to make their message clear and understandable to readers.
- Today, they will review conventions and edit their writing so that it is clear and understandable to readers and ready for final publication.
- Direct students’ attention to the learning targets and read them aloud:
  * “I can check my peers’ work for correct capitalization.”
  * “I can check my peers’ work for correct spelling.”
  * “I can check my peers’ work for correct punctuation.”
- Circle key words: *spelling, punctuation, and capitalization*. Clarify the meanings of these words or targets as needed.
- Tell students that they will be editing their **letter to Ms. Osborne about Japan** for these three conventions.

<table>
<thead>
<tr>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• When unpacking the learning targets, consider using visuals to support the meaning of key words in the target.</td>
</tr>
</tbody>
</table>
## Work Time

### A. Chalk Talk (15 minutes)
- Point out the three conventions stations.
- Read the **Spelling**, **Punctuation**, and **Capitalization Conventions anchor charts**:
  * “How do I make sure my SPELLING is correct?”
  * “How do I know if my PUNCTUATION is correct?”
  * “How do I know if my CAPITALIZATION is correct?”
- Tell students that they will do a Chalk Talk to share their thoughts on each question. Give brief directions:
  1. Go to your assigned anchor chart first.
  2. Read the question on the anchor chart.
  3. Add your thoughts on the question to the anchor chart using the markers at the station.
  4. Visit all anchor charts to read the questions and your classmates’ answers. Decide if something is missing from a chart and, if so, add it using the markers at that station.
  5. Once you have visited every anchor chart, sit in your seat.
- Give students time to visit each anchor chart, read, and add their thoughts (10 minutes or less total).
- Circulating to observe during this time can provide valuable formative assessment information.
- Focus students whole group. Revisit each anchor chart with students. (Either gather all of the charts or, as a class, circulate to each chart so all students can see it.) Read a few responses from each anchor chart and circle or add important tips for each question. Be sure to check for accuracy in punctuation and capitalization rules and helpful hints with spelling. Tell students that they will use these Conventions anchor charts later in the lesson.

### B. Model: Editing for Conventions (10 minutes)
- Display the “convention-less” paragraph again.
- Use the first few sentences of your paragraph to model how to edit for each convention: spelling, punctuation, and capitalization. Demonstrate how to edit for each convention by circling or underlining with the correct colored marker.
- Be sure to model referring to the three Conventions anchor charts as resources.

## Meeting Students’ Needs
- This protocol could be confusing for ELLs if it is their first time. Consider reviewing the protocol with these students ahead of time. Another way to support students is to give them a copy of abbreviated directions with visuals to help guide them.
**Reviewing Conventions and Editing Peers’ Work**

### Work Time (continued)

- For example, to model correct capitalization, you might:
  - Read the Capitalization Conventions anchor chart.
  - Read aloud your convention-less paragraph.
  - Notice a mistake and think aloud: “I notice that one of the rules for capitalization is to be sure that names of people or places are capitalized.”
  - Then demonstrate fixing a mistake: “I see that I did not do this when I wrote the word ______, so I am going to circle it with a marker from this station.”
- Complete similar models for punctuation and spelling.
- See the supporting materials for a **Summary of Conventions for K-3** from Lesson 3. This can support the teacher in knowing the expectations for conventions at 3rd grade. It is also a helpful tool to use to provide strategic feedback to students.
- Address any clarifying questions.

### C. Editing Stations (20 minutes)

- Tell students that they are going to visit all three stations to get help from peers to improve their letter to Ms. Osborne about Japan.
- Give directions:
  1.  Count off or choose one station to begin work.
  2.  At that station, trade papers with a partner.
  3.  Read your partner’s draft and identify any convention mistakes related to the topic of that station’s chart.
  4.  When both partners are finished, move to the next station and follow the same steps.
  5.  Return to your seat after you have visited all three stations.
- Allow students to use **dictionaries** to look up the spelling or meaning of words.
### Closing and Assessment

<table>
<thead>
<tr>
<th><strong>A. Exit Ticket: Editing Checklist (5 minutes)</strong></th>
<th><strong>Meeting Students’ Needs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Gather students whole group.</td>
<td>• Support struggling readers by reading the checklist items aloud.</td>
</tr>
<tr>
<td>• Direct their attention to the learning targets and review each one.</td>
<td></td>
</tr>
<tr>
<td>• Then, distribute the <strong>Exit Ticket: Editing Checklist</strong> and ask students to fill it out.</td>
<td></td>
</tr>
<tr>
<td>• When they are finished, ask them to turn to an elbow partner and share their answers.</td>
<td></td>
</tr>
<tr>
<td>• Collect the exit tickets.</td>
<td></td>
</tr>
<tr>
<td>• If time permits, allow students time to return to their <strong>Things I Need to Remember for Writing recording form</strong> and record new ideas from today’s lesson.</td>
<td></td>
</tr>
</tbody>
</table>

### Homework

<table>
<thead>
<tr>
<th><strong>Meeting Students’ Needs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Continue reading your independent reading book for this unit.</td>
</tr>
</tbody>
</table>
we have learned so much about the different countries that mary pope osborne has wrote about we now no about Japan Iraq italy and india when we started studying we laerned about the customs and traditions in Japan like wearing kimonos and eating sushi but now all of you are experts on all these other countryes i am excited to read your final letters to mary pope Osborne and read about what else you learned
## Exit Ticket: Editing Checklist

**Name:**

**Date:**

<table>
<thead>
<tr>
<th>Target</th>
<th>Not Yet</th>
<th>Almost There</th>
<th>Excellent!</th>
<th>Teacher Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can capitalize appropriate words, such as character names and titles.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can use simple and compound sentences in my writing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can use resources to check and correct my spelling.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can use correct beginning and end punctuation in my writing. (Note: Target not explicitly taught in this unit, but previously taught/assessed in Module 1.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can spell grade-appropriate words correctly. (Note: Target not explicitly taught in this unit, but previously taught/assessed in Module 1.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>