



EXPEDITIONARY  
LEARNING

# **Grade 3: Module 2B: Unit 3: Lesson 8**

## **Revising: Using Simple and Compound Sentences in Writing**



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

I can write simple, complex, and compound sentences. (L.3.1i)

I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)

**Supporting Learning Target**

- I can revise my Japan letter to Ms. Osborne to include simple and compound sentences.

**Ongoing Assessment**

- Student revisions of sentences in Japan letter



| Agenda  | Teaching Notes   |
|---|--|
| <p>1. Opening</p> <p>A. Engaging the Writer and Unpacking the Learning Target (10 minutes)</p> <p>2. Work Time</p> <p>A. Simple or Compound Warm-Up (10 minutes)</p> <p>B. Mini Lesson: Revising a First Draft for Simple and Compound Sentences (10 minutes)</p> <p>C. Revision Work Time (25 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Partner Share (5 minutes)</p> <p>4. Homework</p> <p>A. Continue reading your independent reading book for this unit.</p> | <ul style="list-style-type: none"><li>• In this lesson, students practice revising for simple and compound sentences using their draft letter to author Mary Pope Osborne about Japan. This gives students an opportunity to practice new skills with teacher guidance. They will revise their first drafts from the Mid-Unit 3 Assessment independently in the End of Unit 3 Assessment.</li><li>• Students' letter to Ms. Osborne about Japan is a compilation of their opening paragraph, two body paragraphs, and closing paragraph. Note that they did not combine these into one paper.</li><li>• If you do not have access to small white boards and markers, consider using index cards and markers instead.</li><li>• In Lesson 9, students will revise their writing, with an emphasis on adjectives. Consider teaching the Show the Rule™ lesson before Lesson 9 at another literacy block in the day.</li><li>• In advance:<ul style="list-style-type: none"><li>– Review students' Mid-Unit 3 Assessment. This will help you determine who may need to be invited into an invitational group for additional writing support during Work Time C.</li><li>– Prepare the Simple and Compound Sentences anchor chart. You will need to have the definitions of simple and compound sentences already written on the chart, but students will help to populate it with examples. See the supporting materials.</li><li>– Choose two simple sentences from the model writing that has been completed in the first half of the unit about Japan to use during the think-aloud in Work Time B.</li><li>– Post: Learning target.</li></ul></li></ul> |



| Lesson Vocabulary                     | Materials   |
|---------------------------------------|---|
| revise, simple, compound, conjunction | <ul style="list-style-type: none"><li>• Performance Task Model: Writing about France (from Lesson 1; one to display)</li><li>• Document camera</li><li>• Simple and Compound Sentences anchor chart (new; co-created with students during Work Time A; see supporting materials)</li><li>• Small white boards, markers, and erasers (one per student)</li><li>• Model letter of Japan</li><li>• Letter to Ms. Osborne about Japan (created from Lessons 2–6 with students; one per student)</li><li>• Things I Need to Remember for Writing recording form (from Lesson 5; one per student)</li></ul> |



| Opening   | Meeting Students' Needs  |
|---|--|
| <p><b>A. Engaging the Writer and Unpacking the Learning Target (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Congratulate students on completing the first draft of their letter to Mary Pope Osborne during the Mid-Unit 3 Assessment. Remind them that effective writers always revise, or look at their writing again and change things to make it stronger. If necessary, refer back to the writing process to clarify where students are in their journey as writers. Tell them that today, they will learn how they can make their sentences stronger by having a mix of simple and compound sentences.</li><li>• Ask students to take out their <b>Performance Task Model: Writing about France</b>.</li><li>• While they are doing this, display a copy of the model using a <b>document camera</b>.</li><li>• Say something like:<ul style="list-style-type: none"><li>* “Follow along in your head as I read the model letter to Ms. Osborne about France’s culture. Listen carefully to the kinds of sentences you hear. Some are shorter and some are longer.”</li></ul></li><li>• Read aloud the first paragraph of the letter.</li><li>• Invite students to share some observations about the different sentences they heard.</li><li>• Direct their attention to the learning target for today and read it aloud:<ul style="list-style-type: none"><li>* “I can revise my Japan letter to Ms. Osborne to include simple and compound sentences.”</li></ul></li><li>• Tell students they will look at the drafts of their Japan letters to Mary Pope Osborne. In particular, they will look at their sentences and think about how they could revise them to make them more interesting.</li><li>• Define the key words in the target for students:<ul style="list-style-type: none"><li>– <i>simple</i> = easy or basic</li><li>– <i>compound</i> = made up of two parts (tell students that the prefix <i>com-</i> means “together”)</li></ul></li><li>• Inform students that a simple sentence contains a subject and a verb and shows a complete thought; a compound sentence is two simple sentences joined by a conjunction. A conjunction is a connecting word such as <i>or</i>, <i>and</i>, <i>nor</i>, <i>but</i>, <i>yet</i>, <i>so</i>. Simple and compound sentences help make writing interesting for readers to read.</li><li>• Point out that the word <i>revise</i> means literally “to look again.” They are looking at their writing again to see how to make it even better.</li></ul> | <ul style="list-style-type: none"><li>• When unpacking the learning targets, consider using visuals to support the meaning of key words in the target.</li></ul> |



| Work Time   | Meeting Students' Needs  |
|---|--|
| <p><b>A. Simple or Compound Warm-Up (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Introduce the warm-up activity by saying something like:<ul style="list-style-type: none"><li>* “We are going to work on identifying simple or compound sentences so that we can use them in our own writing.”</li></ul></li><li>• Explain that there are simple sentences that are just one thought. They say just one thing with one subject and one verb. Provide students with an example from the Performance Task Model: Writing about France.</li><li>• Explain that there are also compound sentences. They have more than one thought and sound like two sentences that have been put together. Provide students with an example of a compound sentence from the Performance Task Model. Point out that these longer sentences can be made by combining shorter sentences using a conjunction such as <i>or</i>, <i>and</i>, or <i>but</i>.</li><li>• Direct students' attention to the <b>Simple and Compound Sentences anchor chart</b>.</li><li>• Ask them to look through the Performance Task Model and help you generate a list of words that can be used to combine sentences. If any new words come up, add them to the Simple and Compound Sentences anchor chart. Possible new words include <i>nor</i>, <i>yet</i>, and <i>so</i>.</li><li>• Distribute <b>small white boards, markers, and erasers</b> to each student.</li><li>• Tell them that you are going to read some sentences from this letter. On their white boards, students should write an S if they think the sentence is simple and a C if they think it is complex.</li><li>• Ask students to hold up their white boards after you have read the sentence and given them time to think.</li><li>• Cold call a couple of students to share why they wrote either S or C.</li><li>• Continue this process with a few more sentences.</li><li>• If the sentence is compound, follow up by asking students to write the word that connects the two smaller sentences on their white boards.</li><li>• Post a few examples on the Simple and Compound Sentences anchor chart for student reference as they continue to revise during the lesson.</li></ul> | <ul style="list-style-type: none"><li>• All students developing academic language will benefit from direct instruction of academic vocabulary.</li><li>• Consider strategic pairs of students for the Simple and Compound Sentences activity in Work Time A.</li></ul> |



| Work Time (continued)   | Meeting Students' Needs |
|---|-------------------------|
| <p><b>B. Mini Lesson: Revising a First Draft for Simple and Compound Sentences (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Display your <b>Model Letter of Japan</b> first draft that you created in the first half of the unit.</li><li>• Say something like: “Let’s look together again at my first draft. Remember that I wrote sentences to get my thoughts on the paper, but now I want to be sure to make these interesting for Ms. Osborne to read. I want to look at the types of sentences I am using and see if I can use a mix of longer and shorter ones. I want you to follow along as I read, and I want you to give me a thumbs-up every time you hear a simple sentence.”</li><li>• Read a portion of the letter aloud as students follow along.</li><li>• Invite those who raised a thumb to share a simple sentence they heard.</li><li>• Underline the sentence on the display version.</li><li>• Tell students that now you are going to show them how thoughtful writers might revise these simple sentences to make them into compound sentences. Ask them to watch and listen carefully and track what you do as a writer to make revisions on your first draft.</li><li>• Read aloud the two simple sentences you chose ahead of time (see Teaching Notes) from your modeling with Japan during the first half of the unit.</li><li>• Think aloud by saying something like: “These are both simple sentences. I think I could combine them into a compound sentence using the conjunction (choose one). Let me see how that sounds.”</li><li>• Model combining two sentences with a conjunction.</li><li>• Write above your original sentences, inserting a caret mark or a V to show that you are adding something to the writing.</li><li>• Read the compound sentence aloud.</li><li>• Think aloud, saying something like: “I think that sounds more interesting and less choppy.”</li><li>• Explain that students are going to do the same thing you just did. They are going to revise their writing about Japan, looking for places where they might be able to combine two simple sentences into a compound sentence. There may also be a place where they could break a compound sentence into two simple ones to create a variety of sentences.</li></ul> |                         |



| Work Time (continued)   | Meeting Students' Needs   |
|---|---|
| <p><b>C. Revision Work Time (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out their <b>letter to Ms. Osborne about Japan</b>.</li><li>• Give the class 25 minutes to revise individually or in pairs.</li><li>• Circulate and confer with students as they revise.</li><li>• If they are stuck, provide further instruction by helping them identify simple sentences that could be made stronger by combining or expanding to create compound sentences.</li><li>• Pull invitational groups as needed. An invitational group session might look like the following:<ol style="list-style-type: none"><li>1. Gather the group with their first drafts.</li><li>2. Have students reread their own first drafts, looking for simple and compound sentences.</li><li>3. Review the Simple and Compound Sentences anchor chart and ask students to think about their sentences.</li></ol></li><li>• Refocus students whole group.</li></ul> | <ul style="list-style-type: none"><li>• Consider pulling a small group of students who might need targeted support with their revising.</li></ul> |



| Closing and Assessment  | Meeting Students' Needs  |
|---|--|
| <p><b>A. Partner Share (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to bring their revised letters about Japan and sit with their writing partners.</li> <li>• Ask them to turn to their writing partner and share the sentences they decided to revise. Ask them to read their original sentence(s) to their partner and then the revised sentence(s).</li> <li>• Then, have students share with their partners why they chose to revise these particular sentences and how they think it changed or improved their writing.</li> <li>• Provide the following sentence frames as necessary: "I changed the sentence(s) _____ to _____. I think this will improve my writing because _____." Be sure each person has a chance to speak.</li> <li>• After the share, have students return to their seats.</li> <li>• Ask students to take out their <b>Things I Need to Remember for Writing recording form</b> and add to it as necessary.</li> </ul> | <ul style="list-style-type: none"> <li>• For students needing additional supports, consider offering a sentence frame, sentence starter, or cloze sentence to assist with language production and provide the structure required.</li> </ul> |
| Homework  | Meeting Students' Needs  |
| <ul style="list-style-type: none"> <li>• Continue reading your independent reading book for this unit.</li> </ul>   |  |



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## Supporting Materials



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Simple and Compound Sentences Anchor Chart  
(For Teacher Reference)

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

Examples:

*(To be completed during Work Time A)*

A compound sentence is two simple sentences joined by a conjunction.

Examples:

*(To be completed during Work Time A)*

A conjunction is a connecting word like *or, and, but*.

More examples:

*(To be completed during Work Time A)*

*(Possible responses: so, nor, yet)*