

Lesson 11: Writing an Informative Paragraph: Final Draft



CCS Standards

- **W.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.3.2a:** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- **W.3.2b:** Develop the topic with facts, definitions, and details.
- **W.3.2c:** Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
- **W.3.2d:** Provide a concluding statement or section.
- **W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.



Daily Learning Targets

- I can revise my draft informative paragraph based on peer feedback. (W.3.2, W.3.5)
- I can include linking words and phrases to connect ideas in my paragraph. (W.3.2c)

Ongoing Assessment

- “How Does Where a Frog Lives Affect How It Looks and/or Acts?” final draft (W.3.2, W.3.5)

Agenda

1. Opening

- A. Research Reading Share (5 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Mini Lesson: Linking Words and Phrases (15 minutes)
- B. Mini Lesson: Editing for Conventions (10 minutes)
- C. Writing Final Draft of Informative Paragraph (15 minutes)

3. Closing and Assessment

- A. Citing Sources (5 minutes)

4. Homework

- A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- Students begin this lesson with a research reading review. Refer to the Independent Reading: Sample Plan (standalone document), if you do not already have an independent reading review routine.
- In Work Times A and B, the class compares a sample “How Does Where a Frog Lives Affect How It Looks and/or Acts?” draft and final draft to better understand the importance of linking words and phrases and conventions. Then they work in partnerships to revise their first drafts for this criterion (W.3.2c, W.3.5).
- Strategically pair students in heterogeneous partnerships in advance to enable more advanced writers to support those who may require additional support to revise their paragraph during Work Time B.
- In this unit, the habit of character focus is working to contributing to a better world. The characteristic they are reminded of in this lesson is: use my strengths as they give and receive feedback on their paragraphs.
- The research reading students complete for homework will help build both their vocabulary and knowledge pertaining to frogs and specifically how frogs look and act according to where they live. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.
- Students practice their fluency in this lesson by following along and reading silently as the teacher reads aloud the first and final drafts of “How Does Where a Frog Lives Affect How It Looks and/or Acts?” in Work Time A.
- Students who finish quickly or require an extension could illustrate their writing using the images on the appropriate pages of *Everything You Need to Know about Frogs and Other Slippery Creatures*.

How it builds on previous work:

- Students wrote their “How Does Where a Frog Lives Affect How It Looks and/or Acts?” draft in Lesson 10, and they spend time revising it in this lesson.
- Continue to use Goals 1-3 Conversation Cues to promote productive and equitable conversation.

Areas where students may need additional support:

- Some students may find it challenging to give kind, helpful peer feedback. Set this up carefully to ensure that student feedback is productive.

Assessment Guidance:

- Consider using the Grade 3 Observational Checklist for Writing and Language Skills to informally assess student writing from this lesson.
- If student work tends to be far from what is required in the End of Unit 2 Assessment, you may consider spending time identifying where students are struggling and adding a lesson to re-teach those elements and provide additional practice.
- Collect in Making Connections practice from Lessons 8-10.
- Collect students’ Making Connections practice homework from Lessons 8–10.

Down the road:

- In Lesson 12, students will independently write an informative paragraph for their End of Unit 2 Assessment. The peer feedback and linking words and phrases mini lesson in this lesson will prepare them to refine their paragraph in the assessment.

In advance:

- Determine heterogeneous partnerships.
- Review the Independent Reading: Sample Plan to prepare for the research reading share.
- Post: Learning targets.

Technology & Multimedia

- Work Time C: Students write the final draft of their informative paragraphs using word processing software or online document tools such as Google Docs.
- Work Time C: Students complete their drafts in a word processing document, for example a Google Doc using Speech to Text facilities activated on devices, or using an app or software like Dictation.io (<https://dictation.io/speech>)

Supporting English Language Learners

Supports guided in part by CA ELD Standards 3.I.C.10, 3.II.A.1, 3.II.A.2.

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to come full circle with their informative draft. Help them celebrate their hard work as they complete their final draft. Not only did they create informative pieces of writing, but they did so in English!
- ELLs may find it challenging to complete their drafts. They may not have had enough time to work on their first drafts. Emphasize to these students and to the rest of the class that everybody is working hard and that everyone works at a different pace. Encourage students to start their final drafts anyway. As they may feel overwhelmed by the volume of work, strategize with them as to how they can maximize the remainder of their time. To build confidence, prioritize aspects that are already well developed but can be strengthened even more. Examples: Revise the focus statement to make sure it is clear; use two or three linking words.

Levels of support

For lighter support:

- Suggest that students identify how their writing has progressed from research reading, to using graphic organizers, to drafting, and to discuss which strategies helped them most.

For heavier support:

- The concept of giving feedback to peers may seem strange or unfamiliar to some students. Explain to the class that the reason we give feedback to one another is help one another learn.

Writers of informational texts always have peers look at their work and give suggestions. Display informational texts in other languages to illustrate that writers all over the world write the same kind of texts and almost always have peers help them.

- During Work Time, to illustrate using transition words to combine facts, write simple sentences on cardstock strips and model combining them using linking word strips written on a different color of cardstock.
- In preparation for the End of Unit 2 Assessment, invite students to review their vocabulary log and ask about any words that may confuse them. As students are working on their final drafts, notice common areas where they may struggle with language and address them at the end of class. Example: “I noticed that some of you are using the linking phrase *for example* and then talking about a completely different topic. Use *for example* when you want to give details about a related fact.”

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In order to facilitate effective learning during this lesson, ensure that all students have access to the directions for each activity, and feel comfortable with the expectations. Continue to vary the ways in which you convey expectations for each activity or task. Consider engaging in a clarifying discussion about the directions and creating a visual display of the steps for each activity.
- **Multiple Means of Action and Expression (MMAE):** Continue to support a range of fine motor abilities and writing need by offering students options for writing utensils. Also consider supporting students’ expressive skills by offering partial dictation of student responses. Recall that varying tools for construction and composition supports students’ ability to express knowledge without barriers to communicating their thinking.
- **Multiple Means of Engagement (MME):** Continue to remind students of the goal for the work they are doing with their writing. Returning to the learning goals lifts up their value and relevance to students.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- kind, helpful (L)

Materials

- ✓ Working to Become Ethical People anchor chart (from Module 1)
- ✓ Independent Reading: Sample Plan (standalone document)
- ✓ “How Does Where a Frog Lives Affect How It Looks and/or Acts?” draft (from Lesson 10; example; one to display)
- ✓ “How Does Where a Frog Lives Affect How It Looks and/or Acts?” final draft (one to display)

- ✓ “How Does Where a Frog Lives Affect How It Looks and/or Acts?” annotated final draft (example, for teacher reference)
- ✓ Informative Writing Checklist (from Lesson 3; one per student and one to display)
- ✓ Linking Words and Phrases (from Module 1; one per student)
- ✓ Blue and orange highlighters (one set per pair)
- ✓ “How Does Where a Frog Lives Affect How It Looks and/or Acts?” draft (from Lesson 10; one per student)
- ✓ Working to Contribute to a Better World anchor chart (from Unit 1, Lesson 1)
- ✓ Lined paper (one piece per student)

Opening

A. Research Reading Share (5 minutes)

- Focus students on the **Working to Become Ethical People anchor chart**. Remind students of: I behave with integrity. This means I am honest and do the right thing, even when it’s difficult, because it is the right thing to do.
- Remind them that this includes doing homework even when there may be other things they want to do after school. Remind them that the purpose of research reading is to build background knowledge and vocabulary on a topic so that they can gradually read more and more complex texts on that topic.
- Refer to the **Independent Reading: Sample Plan** to guide students through a research reading review, or use your own routine.

Meeting Students’ Needs

- Because some students may have completed some of the prompts in their independent reading journal orally with a family member or friend, it will be important for these students to have some notes to use for this sharing time. Consider meeting with them in advance to prep them for the research reading share. (MMAE, MME)

Opening

B. Reviewing Learning Targets (5 minutes)

- Direct students’ attention to the posted learning targets and ask for a volunteer to read the first two learning targets aloud:

“I can provide kind, helpful peer feedback.”

“I can revise my draft informative paragraph based on peer feedback.”

- Underline *kind* and *helpful*. Ask students to discuss with an elbow partner and select volunteers to share out:

“What kind of feedback is kind and helpful?” (feedback that appreciates the great work that the peer has done and provides the peer with suggestions of things to make the work even better)

- Select a student to read the final learning target aloud:
“I can include linking words and phrases to connect ideas in my paragraph.”
- Ask students to discuss with an elbow partner and cold call students to share out:
“Linking word and phrases connect ideas in writing. Why is it important to connect ideas in writing?” (Connecting ideas helps to make the writing flow smoothly. Without linking words and phrases, the writing can be jumpy and difficult to read and understand.)

Meeting Students' Needs

- For students who may need additional support understanding the terms in the learning targets: Write synonyms or descriptions above key terms. (MMR)
- For ELLs and students who may need additional support with planning feedback: Role-play giving kind and helpful feedback. Example: “Maybe somebody can give me kind and helpful feedback on how I wrote the learning targets.” (You have very nice handwriting. Maybe you could have written it bigger.) (MMAE)

Work Time

A. Mini Lesson: Linking Words and Phrases (15 minutes)

- Display the **“How Does Where a Frog Lives Affect How It Looks and/or Acts?” draft**. Tell students that this is a first draft, similar to the ones they wrote in Lesson 10. Read it aloud and invite students to follow along, reading silently in their heads.
- Display the **“How Does Where a Frog Lives Affect How It Looks and/or Acts?” final draft** next to the first draft.
- Read the final draft aloud as students follow along, reading silently in their heads. Ask students to discuss with a partner and cold call students to share out:
“What do you notice about the flow of the writing in the final draft compared to the first draft?” (The first draft reads like a choppy list of facts. It doesn’t flow very well.) If students point to the conventions issues, explain that you will come back to those later.
- Focus students on the final draft. If productive, cue students with a challenge. Ask them to discuss with their partner and cold call students to share out
“Can you figure out how the author made the writing flow better in the final version? I’ll give you time to think and discuss with a partner.” (with linking words to improve the transitions between facts) Refer to the “How Does Where a Frog Lives Affect How It Looks and/or Acts?” annotated final draft (example, for teacher reference).
- Highlight or underline the changes the author made on the final informative paragraph.
- Invite students to retrieve their **Informative Writing Checklist**.
- Focus them on the W.3.2c criteria and invite a student to read it aloud.
- Remind students of the linking words and phrases work they did in Module 1.
- Display and invite students to retrieve their **Linking Words and Phrases** handout.
- Select students to read the words and phrases aloud.
- Put students into predetermined pairs and distribute **blue and orange highlighters**.

- Post these directions:
 1. Number yourselves 1 and 2.
 2. Student #1 reads his/her **“How Does Where a Frog Lives Affect How It Looks and/or Acts?”** draft aloud.
 3. Together, discuss and highlight in blue any places where linking words and phrases would improve the flow of the writing and would help to create a transition between paragraphs.
 4. Student #1 adds linking words and phrases to his/her draft.
 5. Student #1 rereads the text aloud to check whether it flows more smoothly.
 6. Repeat this process with student #2.
- Focus students on the **Working to Contribute to a Better World anchor chart**, specifically using my strengths. Remind students that as they will be working in pairs to give feedback, they will need to use their strengths to help their partners.
- Invite students to work with their partner to revise their text.

Meeting Students' Needs

- For students who may need additional support revising their writing: Consider marking places they can add linking words or phrases to their drafts in advance. (MMAE)
- For ELLs: In some home languages, what some English writers consider “simple” sentences and “choppy” prose may be preferable. Emphasize that most audiences reading in English expect writing to blend together and flow more. When contrasting compound sentences with the sound of simple sentences, be sure not to belittle the flow of simple sentences. Rather, present compound sentences as more appropriate for the audience, task, and purpose.
- For ELLs: Review the Linking Words and Phrases handout.
- For ELLs and students who may need additional support with language: As a shared writing experience, write a sentence with one of the words. Example: “I have two ideas I want to link: ‘Some people think toads are a different species from frogs. They are actually frogs.’ What word can I use to link those two ideas? ‘But’? Good.” (MMR)
- For ELLs: Consider modeling the partner work for the whole class so that all students understand what they are expected to do.

Work Time

B. Mini Lesson: Editing for Conventions (10 minutes)

- Refocus whole group.
- Focus students on the L.3.2 criteria on the Informative Writing Checklist and invite a student to read it aloud.

- Display and reread the first paragraph of the “How Does Where a Frog Lives Affect How It Looks and/or Acts?” draft. Invite students to compare the spelling, capitalization, and punctuation to the first paragraph of the “How Does Where a Frog Lives Affect How It Looks and/or Acts?” final draft. If possible, display the drafts side by side.
- Highlight the changes the author made on the final informative paragraph with an orange highlighter.
- Post these directions:
 1. Student #2 shows student #1 his/her “How Does Where a Frog Lives Affect How It Looks and/or Acts?” draft.
 2. Together, discuss and highlight in orange any capitalization, punctuation, or spelling errors on student #2’s draft.
 3. Student #2 revises the errors.
 4. Repeat this process with student #1.
- Invite students to work with their partner to revise their text.

Meeting Students’ Needs

- For students who may need additional support editing their writing: Consider marking places they can edit on their drafts in advance. (MMAE)

Work Time

C. Writing Final Draft of Informative Paragraph (15 minutes)

- Refocus whole group.
- Tell students that now that they have revised their work with help from a peer, they are going to write a final draft to be included in their Freaky Frog book.
- Distribute **lined paper**.
- Invite students to begin drafting. Encourage them to work independently, since they will have to on the End of Unit 2 Assessment in the next lesson.
- Circulate to support students and check in on independent reading journals and vocabulary logs.
- Invite students to record ‘Y’ for ‘Yes’ and the date in the final column of their Informative Writing Checklist if they feel the criteria marked on their checklists have been achieved in their writing in this lesson.
- Focus students on the learning targets. Read each one aloud, pausing after each to use a checking for understanding protocol for students to reflect on their comfort level with or show how close they are to meeting each target. Make note of students who may need additional support with each of the learning targets moving forward.
- Repeat, inviting students to self-assess against how well they showed integrity and used their strengths in this lesson.

Meeting Students' Needs

- For students who may need additional support with fine motor skills: Consider providing one of the following: a slant board to write on, a pencil grip or a pen that is easier to write with, access to word processing or speech-to-text software, or a scribe. (MMAE)
- For ELLs: In preparation for the end of unit assessment, as students work, observe whether they are using all of the resources available to them. Example: If a student asks how to spell something, direct him or her to the Word Wall. Remind students that they will be able to use their Informative Writing Checklists during the assessment.

Closing and Assessment

A. Citing Sources (5 minutes)

- Display the “How Does Where a Frog Lives Affect How It Looks and/or Acts?” draft and final draft side by side.
- Ask:
“Do you notice any other differences between the two drafts?” (The final draft lists a source at the bottom.)
- Tell students that researchers cite their sources in their writing. Remind students that this means they should write the author’s name, the title of the book, and the page numbers.
- Invite students to verify that the author of the “How Does Where a Frog Lives Affect How It Looks and/or Acts?” final draft includes the proper information in his/her citation.
- Ask students to include a citation at the bottom of their final draft.

Meeting Students' Needs

- For students who may need additional support citing sources: Provide clear, explicit models and support students as they write their citation. (MMAE)
- For ELLs: Not all cultures equally value giving credit to sources. If students have received schooling elsewhere, copying others and omitting citations may have been routine. If students seem resistant to citing sources, explain that in informative writing, readers will believe writers only if they tell where they learned their information.

Homework

A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.

Meeting Students' Needs

- For ELLs and students who may need additional support with reading and writing: Refer to the suggested homework support in Lesson 1. (MMAE)