

Lesson 7: Writing Informative Texts: Planning a Paragraph about My Expert Group's Country



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.3.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.3.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- **SL.3.1a:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **SL.3.1b:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.3.1c:** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- **SL.3.1d:** Explain their own ideas and understanding in light of the discussion.



Daily Learning Targets

- I can identify the characteristics of the introductory sentence(s) in an informative paragraph. (W.3.2a, W.3.4)
- I can write a clear focus statement that explains the main idea of my paragraph. (W.3.2a, W.3.4, W.3.5)
- I can use my research notes to plan an informative paragraph. (W.3.2a, W.3.4, W.3.5, W.3.8)

Ongoing Assessment

- Focus statement draft (W.3.2a, W.3.4)
- Annotated Close Read Note-catcher: Expert Group *My Librarian Is a Camel* (W.3.2a, W.3.4, W.3.5, W.3.8)

Agenda

1. Opening

- A. Engaging the Writer: Self-Assessing Skills (5 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Analyzing a Model (25 minutes)
- B. Guided Practice: Planning an Informative Paragraph (20 minutes)

3. Closing and Assessment

- A. Group Share (5 minutes)

4. Homework

- A. Respond to an informative writing prompt in your Unit 2 homework.
- B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students begin to analyze an informative paragraph about Kenya. Students will analyze this model to study the introduction sentence and focus statement and use those observations to plan their own informative paragraph. (W.3.2a, W.3.4, W.3.5, W.3.8)
- Students focus only on planning the introduction of their paragraphs in this lesson. They will plan the body and conclusion sentences and draft their paragraph in the next lesson.
- The instruction in this sequence of lessons focuses on the structure of informative writing—an introduction to give background information and a focus statement telling the focus of the writing; facts, definitions, and details to support and explain the topic; and a conclusion that restates the focus. This basic structure will be followed for all informative tasks students write this year. Note that students writing will likely lack elaboration and explanation at this point in the school year, and the content of their writing will improve over the course of the modules as they become more familiar with this structure.
- In Opening A, students participate in the Thumb-O-Meter protocol. Consider how familiar students are with this protocol and reallocate class time spent introducing it as necessary.
- Students will have the opportunity to practice their fluency by following along and reading silently as the teacher reads the Kenya Paragraph: Teacher Model aloud in Work Time A.
- The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to overcoming challenges in access to education, books, and reading near and far. 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.

How it builds on previous work:

- In the first half of the unit, students closely read excerpts from *My Librarian Is a Camel*. In this half, they use the information from those readings to plan their paragraphs.

- Throughout Unit 1, students were introduced to various total participation techniques (e.g., cold calling, equity sticks, Turn and Talk, Think-Pair-Share, etc.). When following the directive “Using a total participation technique, invite responses from the group,” use one of these techniques or another familiar technique to encourage all students to participate.
- Continue to use Goal 1 Conversation Cues to promote productive and equitable conversation.

Areas where students may need additional support:

- Students may have difficulty determining the most important and relevant notes to use as they develop their plans. Consider flagging important pages of students’ research notebooks or having students use sticky notes to mark key pages or notes.

Assessment guidance:

- Consider using the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist when students reread their expert group’s excerpt in Work Time B.
- Consider using the Writing Informal Assessment: Observational Checklist for Writing and Language Skills (grade 3) to informally assess the writing process in Work Time B.
- Collect ELL Language Dive Practices I and II from Lessons 2 and 5.

Down the road:

- Students will use their planning from this lesson to draft their paragraphs in the next lesson.
- Lesson 8 follows a similar pattern to this lesson, with students analyzing a model and then planning and drafting their paragraphs.
- Students use a red marker to identify the introduction sentence and information related to the introduction on their Close Read Note-catcher: Expert Group *My Librarian Is a Camel*. This color corresponds to the colors used when introducing the Painted Essay® format to students in Unit 3.

In advance:

- Review the Thumb-O-Meter and Red Light, Green Light protocols. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Post: Learning targets.

- Work Time B: Allow students to use an online graphic organizer such as Creately or ReadWriteThink’s Webbing Tool to brainstorm, record, or share initial ideas about their paragraphs. (<http://creately.com/Free-K12-Education-Templates> or <http://www.readwritethink.org/classroom-resources/student-interactives/readwritethink-webbing-tool-30038.html>)

Supporting English Language Learners

Supports guided in part by CA ELD Standards 3.I.A.1, 3.I.B.5, 3.I.A.4, and 3.I.C.10

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to unpack an example of the work they are expected to complete during the remainder of the unit. By now, they will be very familiar with the Kenya chapter of the book. Using familiar content to scaffold writing skills will ensure comprehensibility and support their success.
- ELLs may find it challenging to absorb an abundance of information and terminology about paragraph structure. Reassure students that even if they do not understand everything today, they will have plenty of opportunities to work with the concepts throughout the unit and the year. Take as many opportunities as possible to visually represent the structure of the paragraph and to unpack the meaning of each part. Encourage students to use their copies of the Kenya model paragraph to add any helpful notes and illustrations in the margins. See suggestions below and in the Meeting Students' Needs column.

Levels of support

For lighter support:

- During the Mini Language Dive, challenge students to generate questions about the sentence before asking the prepared questions. Example: "What questions can we ask about this sentence? Let's see if we can answer them together." (Who is the sentence about? What is the challenge?)
- Before providing additional support throughout the lesson, observe student interaction and allow them to grapple. Provide supportive materials and suggestions only after students have grappled with the task and with the language. Observe the areas in which they have trouble to target appropriate support in future lessons.

For heavier support:

- Group ELLs together in the Finland expert group. During Work Time B, work closely with the group to support their writing.
- Create a puzzle of the Kenya Paragraph: Teacher Model using sentence strips. Use one strip for each sentence and color-code the text according to the established colors for each part. Challenge students to put the paragraph together in the correct order without looking at their papers. Illustrate key words on the paragraph for extra support.

Universal Design for Learning

- **Multiples Means of Representation:** This lesson builds on students' prior knowledge of constructing responses to text. Help to facilitate comprehension by offering examples of different types of responses, such as sentences, short response, and paragraphs. Engage in a discussion with students to highlight key differences between the different tasks. Offer multiple and differentiated representations of the model paragraph (e.g., highlight key components of the paragraph, think aloud as you read the model to make your process for analyzing the model text explicit).

- **Multiples Means of Action and Expression:** In this lesson, students analyze and plan an informative paragraph. They need to synthesize several pieces of information to be successful with the task. When possible, be flexible in ways that support students and their writing. For instance, if you used color-coding to identify sentences in the model paragraph, use the same color-code system in students' own paragraphs (see Meeting Students' Needs for additional support). Also, consider using a checklist with the steps needed to complete the task.
- **Multiple Means of Engagement:** In the Opening and Closing, students share their writing strengths and needs. Those who need additional support with writing may feel uncomfortable expressing their writing needs with their peers. Provide alternative methods of personal reflection and assessment that are more private and have lower risk (e.g., writing them down or having a one-on-one conference with the teacher).

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- analyze, focus statement, introduction, main idea, paragraph, plan, purpose, sentence, short response, task (L)
- challenge, librarians, overcome (W)

Materials

- ✓ Expert Group Norms (from Lesson 4; one per expert group)
- ✓ Vocabulary log (from Unit 1, Lesson 5; one per student)
- ✓ Kenya Paragraph: Teacher Model (one per student and one to display)
- ✓ Red, yellow, and green objects (one of each per student)
- ✓ Facsimiles of expert group pages from *My Librarian Is a Camel* (from Lesson 4; one per student)
- ✓ Close Read Note-catcher: *My Librarian Is a Camel*, Pages 18–19 (from Lesson 2; one per student and one to display)
- ✓ Informational Texts handout (from Lesson 1; one per student and one to display)
- ✓ Close Read Note-catcher: Expert Group *My Librarian Is a Camel* (from Lesson 5; one per student)

Opening

A. Engaging the Writer: Self-Assessing Skills (5 minutes)

- Build excitement for the second half of the unit by telling students that after reading and learning about informational texts in the first half of the unit, they will now have a chance to apply what they have learned by writing informative texts.
- Inform students that they will plan, write, revise, and edit an informative paragraph.

- Tell students they are going to use the Thumb-O-Meter protocol to think about their experience with writing paragraphs.
- Tell them they will hear a series of statements. After each statement, they will show their comfort level or experience with what's said by holding their thumb up, down, or sideways. By holding their thumb up, they are indicating that they are comfortable or have done this before. By holding their thumb sideways, they are indicating that they think they will need some support. By holding their thumb down, they are indicating that they feel uncomfortable with what is described or have never done it before.
- Reassure students that it is okay to hold a thumb sideways or down—some of the statements have to do with skills that are new to third-graders, so they may not have done them before.
- Answer clarifying questions and complete a practice round, as necessary.
- Read each statement, pausing to allow students time to show a thumb-up, -down, or -sideways:

“I can write a paragraph.”

“I can write a paragraph that is appropriate to the task and purpose.”

“I can write an informative paragraph that clearly explains or describes a topic.”

“I can plan my ideas before I start writing.”

“I can revise and edit my writing.”

- Note students showing a thumb-sideways or thumb-down, so you can check in with them throughout the writing process.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: Check for comprehension by asking about the meaning of *informational text* and *paragraph*. Ask:
“What is an informational text?” (a book that teaches us about something and tells us facts) (MMR)
- For ELLs and students who may need additional support with comprehension: Conduct a practice round of the Thumb-O-Meter protocol to ensure that all students understand it. Say: “Let’s practice the Thumb-O-Meter! I’ll ask a few questions first to make sure you understand. I can write a sentence. I can read a million books in 1 minute.” (MMR)
- Some students may feel uncomfortable sharing their comfort level or experience with the entire class. Minimize the level of risk by offering an option for students to fill out a checklist or survey in private that they can give to the teacher to inform future instruction. (MME)

Opening

B. Reviewing Learning Targets (5 minutes)

- Invite students to sit with their expert groups and spend a few minutes reviewing their **Expert Group Norms**.

- Remind students that in this module, they have been thinking about learning challenges people face around the world. Display the following research question and select a volunteer to read it aloud for the group:
 - “What are the challenges people face when learning, and how are they overcome?”
- Tell students that they will write a paragraph explaining a learning challenge some people face in their expert group country and how they overcame that challenge. Explain that this is the *task*: the writing to be done.
- Review the differences among the types of written responses they have been practicing: sentences, short constructed responses, and now paragraphs:

A sentence is a group of words that express a complete idea and usually has a subject with a verb.

A short response is usually two or three complete sentences that answer a question.

A paragraph is several sentences that develop and convey a topic. It is usually organized to introduce the topic, develop the topic with reasons, evidence, and details, and end with a concluding statement or section. It uses linking words or phrases to connect ideas.

- Inform students that when authors write, they always consider the task and the *purpose*, or the reason for writing.
- Invite students to turn and talk with their expert groups, then select volunteers to share with the whole group:

“What is usually the purpose of informational texts?” (to teach or explain about a topic to the reader)

“What is the purpose of the paragraphs we will be writing?” (to teach or explain to the reader about a challenge some people face in our expert group’s country)

- Direct students’ attention to the posted learning targets and select a volunteer to read them aloud:

“I can find the gist of an informational text.”

“I can identify the characteristics of the introductory sentence(s) in an informative paragraph.”

“I can write a clear focus statement that explains the main idea of my paragraph.”

“I can use my research notes to plan an informative paragraph.”

- Point to the first target and tell students that before they begin writing, they will read and *analyze* an example of an informative paragraph.
- Invite students to turn and talk with their expert groups, then select volunteers to share with the group:

“What does it mean to analyze a text?” (to examine a text in detail)

- Tell students that they will examine the model paragraph in detail to learn more about how to write a strong informative paragraph.
- Add *analyze* to the Academic Word Wall and invite students to record it in the front of their **vocabulary log**, as it is a word they will hear frequently in relation to skills.
- Point to the second target and underline the phrases *focus statement* and *main idea*. Remind students that in the first half of the unit, they practiced determining the main idea of informational texts, and in this half of the unit, they will make sure the paragraphs they write have a main idea. They will do this by including a focus statement.

- Point to the third target and circle the word *plan*. Tell students that before they begin writing their paragraphs, they will think about the information they want to include and how the paragraph will be organized.
- Invite students to turn and talk with their expert groups, then select volunteers to share with the group:
“Why might thoughtful writers plan before they begin writing?” (Responses will vary.)
- Guide students toward understanding that planning is essential so that writers know what they are going to write about and can begin to organize their ideas before they begin. A plan is like a writer’s map because it helps us get to our destination: a piece of writing that readers can understand.
- Add *plan* to the Academic Word Wall and invite students to record it in the front of their vocabulary log, as it is a word they will hear frequently in relation to skills.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension or writing: Display or write examples of a sentence, a short constructed response, and a paragraph while discussing what they are. This provides students with concrete examples of these concepts so that they can more easily follow along. (MMR)
- For ELLs and students who may need additional support with expressive language: Provide students with a structure for group interaction. (Example: “One student in your group completes the thought, ‘The purpose, or reason, of an informational text is ____’ and then everyone else in the group takes turns and says, ‘I agree’ or ‘I disagree.’”) (MMAE)

Work Time

A. Analyzing a Model (25 minutes)

- Draw students’ attention back to the displayed research question:
“What are the challenges people face when learning, and how are they overcome?”
- Using a total participation technique, invite responses from the group:
“What learning challenge have we been learning about in this unit?” (access to books)
“What information do we need to be sure we include in our paragraphs?” (what challenge some people face in our expert group’s country when accessing books and how they have overcome this challenge)
- Distribute and display the **Kenya Paragraph: Teacher Model**. Tell students that this is the model they will analyze over the next several lessons to understand what makes a good informative paragraph. Explain that using this model will help them determine what to include in their own paragraphs and how to organize them.
- Invite students to follow along, reading silently in their heads as you read the text aloud.
- Using a total participation technique, invite responses from the group:
“What is the gist of this paragraph?” (how some people in Kenya have overcome the challenge of access to books)

- Read the paragraph aloud a second time, pausing after each sentence to ask the following and annotate responses next to the sentence:

“What information is included in this sentence?” (sentence 1: describes geography of the country; sentence 2: tells what the challenge is and who is facing the challenge; sentences 3–7: explain the challenge and how it is overcome; sentence 8: tells the impact of the library)

- Point out that the paragraph has information grouped together into sentences so related information is together—the first sentence introduces the reader to the country by describing the geography and climate, the second sentence tells the focus of the paragraph by explaining the challenge, and the rest of the paragraph builds on that focus by explaining how people in that part of the country have overcome the challenge.
- Consider explaining that this type of grouping is very common in the United States, but that some English language writers or writers using other languages may group information differently—for example, by starting with an interesting detail or with the conclusion. Invite students to share other types of grouping they may know.
- Using a total participation technique, invite responses from the group:

“Why is it important for writers to group information?” (It makes the writing clearer for the reader.)

- Validate student responses and explain that it might be confusing to start off the paragraph by talking about the way the challenge has been overcome without knowing what the challenge is or where the country is located.
- Distribute **red, yellow, and green objects** and invite students to take out their **Close Read Note-catcher: My Librarian Is a Camel, Pages 18–19**.
- Point out the first sentence of the model paragraph and invite students to underline it in red. Tell students this sentence is called the *introduction* sentence. It gives some background information to the reader.
- Ask:

“Reread the first sentence in the Kenya Paragraph: Teacher Model to yourself. What important information is included in this sentence?” (the name of the country, where it is, and an important geographical feature of the country)

- Invite students to skim their Close Read: *My Librarian Is a Camel*, Pages 18–19 note-catcher and underline this information in red on their note-catcher.
- Point out the second sentence of the model. Tell student this is the focus statement. Explain that a focus statement is a sentence in the beginning that states or tells the focus, or main idea, of the writing. The focus statement usually answers the research or focus question.
- Tell students there are many ways to write a focus statement. Model rephrasing the focus statement in the Kenya Paragraph: Teacher Model. (Example: Kenyan librarians have found a way to overcome the challenge of getting books to children living in the desert.)
- Invite students to Think-Pair-Share:

“How might you rephrase the focus statement in this paragraph in a new way?” (Responses will vary, but may include: Kenyan librarians have found a way to overcome the challenge of getting books to children living in the desert.)

- Display and invite students to take out their **Informational Texts handout**. Point out the following bullet points:
 - “Informational texts are focused on the same topic throughout the piece.”
 - “Informational texts introduce the topic with a focus statement, develop the topic with evidence such as facts and details, and end with a concluding statement or section.”
- Using a total participation technique, invite responses from the group:

“What topic is the focus of the Kenya paragraph?” (how some librarians bring books to hard-to-reach places in Kenya)
- Focus students on the seventh bullet point on the handout. Invite students to underline the words “introduce the topic” in red.
- Tell students that they should keep these criteria in mind as they plan their own paragraphs.
- Tell students they are going to use the Red Light, Green Light protocol to show how close they are to meeting the first learning target. Remind them that they used this protocol in the first half of the unit and review what each color represents (red = stuck or not ready; yellow = needs support soon; green = ready) as necessary. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Focus students on the first learning target and guide students through the Red Light, Green Light protocol, using the red, yellow, and green objects.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: Color-code each sentence of the Kenya Paragraph: Teacher Model copy displayed for the class. Use the colors that students will later use to underline their own copies: red (introductory sentence), green (focus statement), yellow (stating the challenge), blue (body sentences), and green (conclusion). Using the respective color for notes corresponding to each part, annotate, illustrate, and label the model paragraph. Invite students to make similar notes in the margins of their own copies. (Example: Write “Intro: Who, what, where?” next to the introduction sentence. Draw an outline of the borders of Kenya next to it.) (MMAE)
- For ELLs and students who may need additional support with comprehension: Think aloud while reading the model paragraph to highlight the purpose of each component. Say: “I wonder where this challenge takes place. ... Oh, it is in Kenya!” (MMR)
- For ELLs and students who may need additional support with receptive language: Repeat and rephrase the question “What information is included in this sentence” to enhance comprehensibility for all students. (Example: “What does this sentence tell us? What exactly did we learn from this sentence?”) (MMR)
- For ELLs: Mini Language Dive. Ask students about the focus statement from the Kenya Paragraph: Teacher Model: “Getting books to children in the desert can be challenging, but Kenyan librarians have found a way to overcome this challenge.” Examples:

“What is challenge in our home languages?” (taxaaddi in Somali) Invite all students to repeat the translation in a different home language.

“What does challenge mean? You can use your dictionaries.” (a test or a task to achieve)

“Can anybody tell me which words describe the challenge in this focus statement?” (getting books to the children)

“What does the word to tell us?” (It tells us where the books are going: to the children.)

“Where are the children?” (in the desert)

“Why is it challenging? Does it say so in the sentence?” (It does not say why in this sentence.)

“Why doesn’t this sentence give us information about why?” (It is a focus statement, and a focus statement does not have details. It just says the main idea.)

“There is another part of the sentence that starts with but. What does that mean?” (There is about to be a contrasting idea; it is connecting an idea that will be surprising or different from the one before.)

“Who are Kenyan librarians?” (librarians from Kenya)

“What does the sentence say about Kenyan librarians?” (They know how to get books to the children in the desert.)

“What does overcome mean?” (to defeat or be successful)

“How does this part of the sentence relate to the challenge in the first part?” (It says the librarians faced the challenge and had success.)

“Does it give details about how? Why or why not?” (No. It is a focus statement. It only has to give the main idea and does not give details.)

Work Time

B. Guided Practice: Planning an Informative Paragraph (20 minutes)

- Invite students to take out their **facsimiles of expert group pages from *My Librarian Is a Camel*** and their **Close Read Note-catcher: Expert Group *My Librarian Is a Camel***. Tell students they will use these materials to help them plan their informative paragraphs.
- Invite students to work as a group to reread their group’s excerpt aloud, for example with each student reading a different paragraph or chorally reading the excerpt.
- Direct students’ attention to the research question and the words “focus statement” at the top of the note-catcher.
- Invite students to turn and talk in their expert groups, then select volunteers to share with the whole group:

“Think of a way to answer the research question: ‘What are the challenges people face when learning, and how are they overcome?’” (Responses will vary, but may include: Getting books to children on some islands in Finland can be challenging, but Finnish librarians have found a way to overcome this challenge; Some parts of Thailand are hard to reach, making it hard to get books to children living there. But some librarians have figured out a way to overcome this challenge.)

- Post a sentence frame on the board, as necessary:
 - “Getting books to ____ in ____ can be challenging, but librarians have _____.”
- Point out that these example focus statements all answer the research question: They tell who is facing the challenge and what the challenge is. But the statements do not go into detail about the country or the challenge.

- Invite students to write a focus statement that answers the research question in the appropriate spot on their note-catcher, giving them a sentence frame to support their writing as needed.
- Select a volunteer to read the headings of the table on the note-catcher. Point out that they will use the evidence recorded on this note-catcher to support, or explain, their focus statement.
- Using a total participation technique, invite responses from the group:
“What kind of information will we include in our introduction sentences?” (the country, its location, and special features about the geography or climate there)
“What parts of our note-catcher has this information?” (the first two rows: the name of the country and Geographical Features)
- Tell students they will now work with a partner or by themselves to underline in red the information on their note-catchers that they will include in their introduction sentences.
- Allow time for students to move if necessary.
- Invite students to begin underlining, circulating to support them as they work.
- Tell students they are going to use the Red Light, Green Light protocol to show how close they are to meeting the last two learning targets.
- Focus students on the second learning target and guide them through the Red Light, Green Light protocol, using the red, yellow, and green objects. Repeat this process with the last learning target.

Meeting Students' Needs

- For ELLs: Encourage students to briefly discuss the task in their home languages. (Example: “This task may be very difficult. To make it easier, you can take 2 minutes to talk about this with a partner who shares your home language. Then we can share in English. ____ (student’s name), since you are the only student who is able to speak in wonderful ____ (e.g., Urdu), feel free to think quietly or write in ____ (e.g., Urdu).”))
- For ELLs and students who may need additional support with writing: Display the provided sentence frame where students can see it so they can refer to it as they write their focus statements. For students who have trouble writing, consider writing the sentence frame for them so that they can complete their writing as a close exercise. (MMR, MMAE)
- To help students monitor their writing progress, consider creating a checklist for them to use that includes the type of information that they need to include (e.g., the country, where it is located, etc.). (MMAE)

Closing and Assessment

A. Group Share (5 minutes)

- Move students into groups of three or four and invite them to share their focus statements with each other.

- Invite students to Think-Pair-Share, leaving adequate time for each partner to think, ask the question to their partner, and partner share:

“What challenges did you face as you planned today?”

“What were your successes?”

“How do you hope your plan will help you as a writer tomorrow?”

- If productive, cue students to expand the conversation by saying more:

“Can you say more about that?” (Responses will vary.)

Meeting Students' Needs

- For ELLs and students who may need additional support with writing: As students reflect, provide ELLs with encouraging and specific feedback. Say: “I love how you wrote about both the challenge and the solution in your focus statement!” (MME)
- Provide feedback that encourages perseverance and the use of specific supports and strategies in the face of challenge. (MME)
- Create a supportive and inclusive classroom by reminding students that everyone is working to their own goals in writing and they need to support each other to become better writers. (MME)

Homework

A. Respond to an informative writing prompt in your Unit 2 homework.

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

Meeting Students' Needs

- For ELLs and students who may need additional support with writing: Discuss and respond to your prompts orally, either with a partner, family member, or student from grades 1 or 2, or record a response. (MMAE)