

Lesson 5: Planning an Invitational Letter



CCS Standards

- **RI.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **W.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **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.
- **L.3.1c:** Use abstract nouns (e.g., *childhood*).
- **L.3.2b:** Use commas in addresses.



Daily Learning Targets

- I can use abstract nouns. (L.3.1c)
- I can plan an invitational letter for my video PSA live launch. (RI.3.1, W.3.2, W.3.4, W.3.5)
- I can use commas and capital letters in a mailing address. (L.3.2b)

Ongoing Assessment

- Invitational Letter Planning graphic organizer (RI.3.1, W.3.2, W.3.4, W.3.5, L.3.1c, L.3.2b)
- Exit Ticket: Writing Addresses (L.3.2b)

Agenda

1. Opening

- A. Engaging the Writer: Model Invitational Letter (5 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Analyzing a Model and Generating Criteria for an Effective Invitational Letter (20 minutes)
- B. Planning an Invitational Letter (20 minutes)

3. Closing and Assessment

- A. Exit Ticket: Addressing Letters (10 minutes)

4. Homework

- A. Complete the Writing Addresses practice in your Unit 3 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 read and analyze an invitational letter in preparation for planning their own invitational letters to invite guests to the live launch of their video PSAs. This work includes analysis of abstract nouns (L.3.1c) and writing an address (L.3.2b). Although this launch doesn't happen until the end of the unit, the invitations need to go out sooner to allow guests adequate time to plan ahead.
- In Work Time B, students use the criteria they have generated and the model invitational letter to plan their own invitational letters (RI.3.1, W.3.2, W.3.4, W.3.5). Whom students invite will depend on the individual students and the size of the event you have planned. Options include: family members, other teachers/school leaders/classes, community members, experts who have visited the class to discuss the issues.
- In the Closing, students practice writing addresses in preparation for writing the sender's address on their letter (L.3.2b).
- In this lesson, students focus on working to become effective learners with a characteristic of their choice. They also focus on becoming ethical people, showing respect as they provide and receive kind, specific, and helpful peer feedback.
- Students who require additional challenge or who finish planning quickly can begin drafting their letter.

How this lesson builds on previous work:

- In Lessons 1–4, students have planned their PSAs and written PSA scripts. In this lesson, they begin to prepare for the live launch of their PSAs by preparing to write letters to invite guests to attend.

Assessment guidance:

- Review students' plans to ensure that they are ready to draft their letters in the next lesson. Use common issues as whole group teaching points.
- Review students' exit tickets to identify common issues in writing addresses for use as whole group teaching points before students complete the assessment.
- For ELLs: Collect the Language Dive Practice: Model PSA Script homework from Lesson 3. Refer to the For ELLs: Homework: Language Dive Practice: Model PSA Script (example, for teacher reference) as necessary.

Areas in which students may need additional support:

- Students may need support planning their letters. Consider grouping those who may need additional support together for teacher guidance.

Down the road:

- In Lesson 6, students draft their invitational letters independently, and they write the final drafts in Lesson 7.

- **In advance:**
- Determine whom students will invite to the event. Ensure that each student is allocated someone to invite.
- Review the Questions We Can Ask during a Language Dive anchor chart (begun in Module 3, Unit 1, Lesson 7).
- Preview the Language Dive Guide and consider how to invite conversation among students to address the questions and goals suggested under each sentence strip chunk (see supporting materials). Select from the questions and goals provided to best meet your students' needs.
- Post: Learning targets and applicable anchor charts (see materials list).

Technology & Multimedia

- Continue to use the technology tools recommended throughout Modules 1–3 to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 3.I.A.4, 3.I.B.6, 3.I.C.10, 3.I.C.12, 3.II.A.1, 3.II.B.4

Important points in the lesson itself

- The basic design of this lesson supports ELLs by allowing students to unpack a model of the work they will complete for the Mid-Unit 3 Assessment and together determine criteria for an effective invitational letter; providing modeling and time for planning the invitational letter they will write over the next two lessons; and explicitly defining abstract nouns and discussing specific examples.
- ELLs may find it challenging to understand the concept of abstract nouns without repeated practice and discussion. Look for opportunities throughout the unit to discuss examples of abstract nouns, specifically comparing them to concrete nouns when possible. Encourage students to notice abstract nouns on their own and to articulate why they think a noun is abstract rather than concrete. Model this thinking as often as possible for students.
- In Work Time A, ELLs may participate in Day 1 of an optional two-day Language Dive that guides them through the meaning of a sentence from the model invitational letter. The focus of this Language Dive is using abstract nouns (L.3.1c). ELLs are invited to participate in Day 2 of this Language Dive in Lesson 6. Students then apply their understanding of the meaning and structure of this sentence when planning and writing their invitational letters and when using and defining abstract nouns during the Mid-Unit 3 Assessment. Refer to the Module 1 Appendix for additional information regarding a consistent Language Dive routine.

■ Levels of support

For lighter support:

- During Work Time A, challenge students to identify examples of abstract nouns in the model invitational letter beyond those already discussed as a class. Invite them to describe why they think the noun is abstract. (Example: I think the noun problem is abstract because it is not describing an object that we can touch, but the challenge or trouble created when energy sources get used up.)

For heavier support:

- Consider enlarging the model invitational letter and annotating it during the discussion in Work Time A. As students discuss the purpose of each section and paragraph during Work Time A, color-code the sections and paragraphs by using a different color to record the purpose next to each on the enlarged model invitational letter. Display the enlarged model invitational letter over the next several lessons for students to reference as they plan and write their own letters.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Throughout this lesson, embed support for unfamiliar vocabulary by providing explanation and visual examples. Recall that this supports students in making connections and also supports construction of meaning.
- **Multiple Means of Action and Expression (MMAE):** Continue to support students in setting appropriate goals for their effort and the level of difficulty expected as they consider criteria for an effective invitational letter.
- **Multiple Means of Engagement (MME):** As students engage with the text during this lesson, some may need additional support in linking the information presented back to the learning target. Continue to invite students to connect new learning back to the learning target by explicitly highlighting the utility and relevance of each activity to the learning target and inviting students to respond to how the activity is supporting their instructional goal.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- abstract nouns, invitational, letter address (L)
- pride, excitement (T)

Materials

- ✓ Video PSA Presentation Process anchor chart (begun in Lesson 1)
- ✓ Performance Task anchor chart (begun in Unit 1, Lesson 1)
- ✓ Model invitational letter (one per student and one to display)

- ✓ Parts of Speech anchor chart (begun in Module 1)
- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Academic Word Wall (begun in Module 1)
- ✓ Vocabulary logs (from Module 1; one per student)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Criteria for an Effective Invitational Letter anchor chart (new; co-created with students during Work Time A; see supporting materials)
- ✓ Criteria for an Effective Invitational Letter anchor chart (example, for teacher reference)
- ✓ Working to Become Ethical People anchor chart (begun in Module 1)
- ✓ Language Dive Guide: Model Invitational Letter (optional; for ELLs; for teacher reference)
 - Questions We Can Ask during a Language Dive anchor chart (begun in Module 3, Unit 1, Lesson 7)
 - Language Dive Chunk Chart: Model Invitational Letter (for teacher reference)
 - Language Dive Sentence Strip Chunks: Model Invitational Letter (one to display)
 - Language Dive Note-catcher: Model Invitational Letter (one per student and one to display)
 - Colored pencil (blue; one for teacher modeling)
 - Large index cards (to display)
- ✓ Invitational Letter Planning graphic organizer (one per student and one to display)
- ✓ Invitational Letter Planning graphic organizer (example, for teacher reference)
- ✓ Written pieces from Unit 2:
 - Opinion Essay: Water Pollution (completed in Unit 2, Lesson 12)
 - Opinion Essay: Demands on Water (completed for the End of Unit 2 Assessment in Unit 2, Lessons 13–14)
- ✓ Exit Ticket: Addressing Letters (one per student)
- ✓ Exit Ticket: Addressing Letters (answers, for teacher reference)
- ✓ For ELLs: Language Dive Practice: Model PSA Script (homework from Lesson 3; one per student)
- ✓ For ELLs: Homework: Language Dive Practice: Model PSA Script (answers, for teacher reference)

Opening

A. Engaging the Writer: Model Invitational Letter (5 minutes)

- Invite students to pair up with their PSA partner.
- Direct students' attention to the **Video PSA Presentation Process anchor chart**.
- Turn and Talk:
 - “According to the chart we put together, what is the next step?” (invite guests)
- Focus students on the **Performance Task anchor chart** and read it aloud.

- Turn and Talk:

“Who might we want to invite to this launch? Why?” (family members, other teachers and/or classes, school leaders, community members, experts who have visited the classroom to talk about the issues on a local level)

- Distribute and display the **model invitational letter** and read it aloud.

- Turn and Talk:

“What is the purpose of this letter?” (to invite someone to an event)

“What does it tell the person it is addressed to? Why?” (about the issue being presented and the details of the event, so the person knows what it is about and where and when to go)

Meeting Students' Needs

- For students who may need additional support with comprehension: Consider highlighting the key phrases in the model letter that provide scaffolding for the questions discussed during the Turn and Talk. (MMR)
- For ELLs: (Reading Aloud Twice) Consider reading the model invitational letter twice before inviting students to answer questions about the text.

Opening

B. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the learning targets and read them aloud:

“I can use abstract nouns.”

“I can plan an invitational letter for my video PSA live launch.”

“I can use commas and capital letters in a mailing address.”

- Underline the words *abstract nouns* in the first target. Focus students on the word *nouns* and on the **Parts of Speech anchor chart**. Turn and Talk:

“What are nouns?” (words that are names of people, places, things, or ideas)

- Focus students on the word *abstract* and on the vocabulary strategies listed on the **Close Readers Do These Things anchor chart** and invite them to use a strategy to determine the meaning of this word. Add the definition of *abstract nouns* under the definition of *noun* on the Parts of Speech anchor chart (abstract nouns refer to ideas, emotions, or concepts, not concrete objects).

- Use a total participation technique to select students to share the definition and the strategy they used with the whole group. Add the word to the **Academic Word Wall**, including translations in home languages, and invite students to add the word to their **vocabulary logs**.

- Focus students on the second learning target and underline the word *invitational*.

- Turn and Talk:

“What familiar word can you see in this word that might give you a clue to the meaning of the word?” (invite or invitation)

“So what do you think an invitational letter is?” (a letter to invite people to something)

- Focus students on the final learning target and underline the words *letter address*.

- Turn and Talk:

“What is a letter address?” (the address at the top of a letter or the address on an envelope)

- Focus students on the **Working to Become Effective Learners anchor chart** and invite them to read the habits of character on the chart to themselves. Tell students to choose a habit to focus on as they work with their classmates today. Cold call students to share with the whole group and select one as a class.

Meeting Students' Needs

- For ELLs: (Abstract Nouns: Providing an Example) Provide an example of an abstract noun by writing the following sentence on the board, using the abstract noun *energy* from the optional ELL Language Dive in Lesson 3: “We should use energy efficiently in our school.” Explain that one noun is abstract and one is not and invite students to distinguish between the two. Clarify as needed and model thinking aloud why *energy* is an abstract noun and *school* is not. (*Classroom* describes a place. *Energy* is not a person, place, or thing that I can touch, but the power that is used to provide heat and operate machines.)
- For ELLs: (Abstract Nouns: Highlighting) Consider highlighting any abstract nouns already present on the chart and continue to highlight any new abstract nouns as they are added throughout the unit.
- For ELLs: (Referencing Letter Address) When discussing the third learning target, point to the address at the top of the model invitational letter and invite students to notice the capital letters and commas, as well as their placement in the address.

Work Time

A. Analyzing a Model and Generating Criteria for an Effective Invitational Letter (20 minutes)

- Focus students on the model invitational letter.
- Think-Pair-Share:
“What makes this an effective invitational letter?”
- As students share out, capture their responses on the **Criteria for an Effective Invitational Letter anchor chart**. Refer to the **Criteria for an Effective Invitational Letter anchor chart (example, for teacher reference)** as necessary.
- Focus students on the address at the top of the model letter. Think-Pair-Share:
“Whose address is this? Why?” (the sender’s address so that the person can reply if he or she wishes)
“What other information is included?” (the name of the sender, the name of the building, the street address, the city, state and ZIP)
- Add these items to the Criteria for an Effective Invitational Letter anchor chart. Continue to refer to the Criteria for an Effective Invitational Letter anchor chart (example, for teacher reference).

- Think-Pair-Share:
“What do you notice about the use of capital letters in the address?” (capital letters at the beginning of each of the words because they are all names of people or places: building names, street names, city names, state initials)
- Add this to the Criteria for an Effective Invitational Letter anchor chart.
- Think-Pair-Share:
“What do you notice about the punctuation used in the address?” (comma after the city, before the state)
- Add this to the Criteria for an Effective Invitational Letter anchor chart.
- Focus students on the first paragraph of the letter and read it aloud. Think-Pair-Share:
“What information has Alex James included about the issue? Why?” (the key points of the issue to capture the interest of the reader and make him or her concerned enough to want to find out more)
“What information has Alex James included about where and when the event will happen? Why?” (day, date, time, name of building, name of room so that the reader knows exactly where to go and when to be at the presentation)
- Update the criteria on the Criteria for an Effective Invitational Letter anchor chart accordingly.
- Focus students on the second paragraph of the letter and reread it aloud while students read along silently in their heads. Think-Pair-Share:
“What is the purpose of this paragraph?” (about the purpose of the presentation so that the reader understands why it is relevant)
- Update the criteria on the Criteria for an Effective Invitational Letter anchor chart accordingly.
- Focus students on the final paragraph. Think-Pair-Share:
“What is the purpose of this paragraph?” (to encourage the invitee to come)
- Underline the words *pride* and *excitement*. Tell students that these are abstract nouns because they are names of emotions that aren’t physical things you can touch. Pride isn’t an object. We can’t touch it. Excitement isn’t an object either. We can’t touch it. Point out that although we cannot touch emotions like pride and excitement, we can often see and hear them. Think-Pair-Share:
“What does pride look like? What does it sound like?”
“What does excitement look like? What does it sound like?”
- Focus students on the Working to Become Effective Learners anchor chart. Think-Pair-Share:
“Where can you see abstract nouns on this anchor chart? Remember, abstract nouns are names of ideas, feelings, or thoughts that you can’t physically touch.” (perseverance, collaboration, responsibility, initiative)
- Focus students on the **Working to Become Ethical People** anchor chart. Think-Pair-Share:
“Where can you see abstract nouns on this anchor chart?” (respect, integrity, compassion, empathy)

- Update the criteria on the Criteria for an Effective Invitational Letter anchor chart accordingly.
- Think-Pair-Share:
“What abstract nouns might you use in your letter to encourage the invitee to come to the event?”
- Use total participation techniques to select students to share with the whole group and record the appropriate abstract nouns students suggest on the Criteria for an Effective Invitational Letter anchor chart.
- Focus students on how Alex James has closed the letter. Think-Pair-Share:
“What are some ways you know to sign off a letter?” (if students do not know any, suggest some: For ex. Regards, Kind Regards, Respectfully)
- Update the criteria on the Criteria for an Effective Invitational Letter anchor chart accordingly.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the first learning target.

Meeting Students' Needs

- For students who may need additional support with sustained engagement: Pair students with strategic partners to ensure that they have a strong, politely helpful partner to support their efforts at sharing their thinking. (MME)
- For ELLs: (Enlarged Model Invitational Letter: Annotating) As students share the purpose of each section and paragraph in the letter, use a different color to record the purpose in the margins of the enlarged model invitational letter (see “For heavier support”) and invite students to do the same on their own copies of the letter.
- For ELLs (Color-coding the Criteria for an Effective Invitational Letter Anchor Chart) When listing criteria on the Criteria for an Effective Invitational Letter anchor chart, use colors corresponding to the annotations for each paragraph on the enlarged model invitational letter (see above support). This will support students in making connections between the criteria on the chart and the content of the letter.
- For ELLs: (Parts of Speech Anchor Chart: Defining and Adding Abstract Nouns) As students discuss abstract nouns, consider defining each and then adding/ highlighting each noun on the Parts of Speech anchor chart.
- For ELLs: (Language Dive) During or after Work Time A, guide students through Day 1 of a two-day Language Dive. Refer to Day 1 of the **Language Dive Guide: Model Invitational Letter** and **Language Dive Chunk Chart: Model Invitational Letter**. Distribute and display **Language Dive Sentence Strip Chunks: Model Invitational Letter** and **Language Dive Note-catcher: Model Invitational Letter**. Refer to the guide for the use of the **colored pencil** and **large index cards**.

Work Time

B. Planning an Invitational Letter (20 minutes)

- Tell students that for their Mid-Unit 3 Assessment, they will write an invitational letter to someone inviting him or her to the live launch of their PSA.
- Distribute and display the **Invitational Letter Planning graphic organizer**.
- Model how to complete the graphic organizer using the information in the model invitational letter. Refer to the **Invitational Letter Planning graphic organizer (example, for teacher reference)** as necessary.
- Post the school's mailing address on the board, but write it all on one line without capital letters.
- Tell students that they will use the school address as the sender's address, but they need to use the model invitational letter and the criteria on the Criteria for an Effective Invitational Letter anchor chart to write the address correctly on their planning graphic organizer.
- Record the day, date, time, name of building, and name of room on the board for students to ensure that they have that information.
- Allocate a guest to invite to each student.
- Invite students to work with their partner to complete their planning graphic organizer, particularly the key points to include to encourage the invitee to want to come and find out more. Remind students to refer to the appropriate **written pieces from Unit 2**, as the introductory paragraph to those pieces of writing should contain the key information they need in the first paragraph of their letters to engage the reader.
- Circulate to support students as they work. Ask questions to guide student thinking:
 - “Which of the words in the address should be capitalized? Why?”*
 - “What punctuation are you going to use in the address? Why?”*
 - “Which of the key points will make the reader want to come to the presentation to find out more?”*
 - “Which abstract nouns will show the reader how proud you are of your work and how excited and enthusiastic you are for them to come to the live launch?”*
- When 2 minutes remain, use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the second and third learning targets and how well they demonstrated the habit from the Working to Become Effective Learners anchor chart that they decided to focus on today.

Meeting Students' Needs

- For students who may need additional support with auditory processing and working memory: Display questions for students to consider as they complete their planning organizer. Examples:
 - “Which key points will make your guest really want to come and hear to learn more?”*
 - “Which abstract nouns will you use to express your enthusiasm for your work?”*
(MMR, MMAE)

- For ELLs: (Color-coding Invitational Letter Planning Graphic Organizer) As you model completing the Invitational Letter Planning graphic organizer, use colors corresponding to those used on the Criteria for an Effective Invitational Letter anchor chart and in the annotations on the enlarged model invitational letter (see Meeting Students' Needs for Work Time A). Encourage students to use these corresponding colors to highlight the headings on their own planning graphic organizers.
- For ELLs: (Working with a Small Group) Consider working closely with a group of students who need heavier support to complete the Invitational Letter Planning graphic organizer.

Closing and Assessment

A. Exit Ticket: Addressing Letters (10 minutes)

- Distribute the **Exit Ticket: Addressing Letters**.
- Invite students to refer to the model invitational letter and the Criteria for an Effective Invitational Letter to write each of the addresses correctly.
- Collect the exit tickets and use the **Exit Ticket: Addressing Letters (answers, for teacher reference)** to assess student progress toward the standard.
- For ELLs: Collect the **Language Dive Practice: Model PSA Script** from Lesson 3. Refer to **For ELLs: Homework: Language Dive Practice: Model PSA Script (answers, for teacher reference)** as necessary.

Meeting Students' Needs

- For students who may need additional support with planning: Invite students to first circle the letters they will capitalize, and then write addresses in the boxes provided. If helpful, include three lines in the boxes to cue the placement of each line. (MMAE)

Homework

A. Complete the Writing Addresses practice in your Unit 3 homework.

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

Meeting Students' Needs

- For ELLs: (Oral Response) Read aloud, discuss, and respond to your prompt orally, either with a partner, family member, or student from grades 2 or 4, or record an audio response.