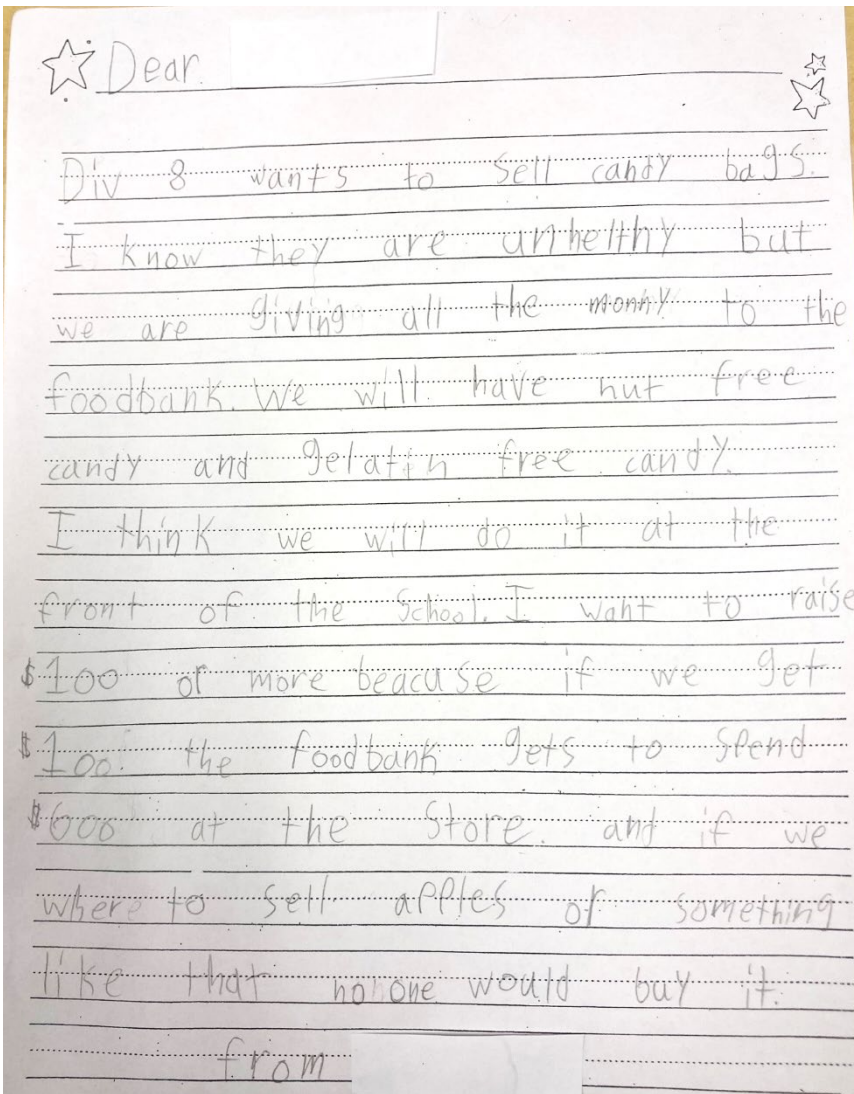


# GRADE 3 ENGLISH LANGUAGE ARTS: Letter Writing Campaign

Summary of Learning Opportunity		
<p>The students previously completed a numeracy task to determine different ways the class could raise money for the food bank. After generating many different ideas and considering the pros and cons of each, the class came to a consensus to sell candy bags as a fundraiser. In this learning opportunity, students wrote letters to the principal to convince them to approve our plans to have a candy sale.</p>		
Curricular Competencies and Content	English Language Arts 3	<ul style="list-style-type: none"> <li>• Plan and create a variety of communication forms for different purposes and audiences</li> <li>• Exchange ideas and perspectives to build shared understanding</li> <li>• Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation</li> <li>• Strategies and processes: writing processes</li> <li>• Language features, structures, and conventions: legible handwriting, sentence structure, conventions</li> </ul>

Literacy and Numeracy Connections	Instruction and Assessment	Competencies Developed, Practiced, and/or Assessed
LITERACY: Develops ideas—Generates ideas, Refines ideas	<p>The students generated a list of considerations during a class discussion:</p> <ul style="list-style-type: none"> <li>•Why do we want to raise the money?</li> <li>•Why did we choose this plan?</li> <li>•How will we reach our goal?</li> <li>•What questions or concerns might the principal have? How could you respond to these concerns?</li> </ul> <p>Students were familiar with a letter format due to prior learning opportunities.</p>	<p>Plan a variety of communication forms for different purposes and audiences</p> <p>Exchange ideas and perspectives to build shared understanding</p>
LITERACY: Communicates ideas and information—Expresses ideas and information; Justifies and defends ideas	<p>Using ideas from the class discussion and information learned in the previous Numeracy task about ways of raising money, the students wrote their letters. The teacher circulated and held conferences with students to offer different levels of support and feedback as needed.</p>	<p>Create a variety of communication forms for different purposes and audiences</p> <p>Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation</p>

## Proficient Student Work, Teacher's Assessment and Reflection



### Teacher's Observations and Assessment

This student was an active participant in the idea generation discussion. When we discussed reasons why the principal might oppose the idea, they pointed out that candy was an unhealthy choice, but that we had to sell something that kids like or nobody would buy it. They further explained that sometimes a treat would be okay, if it was for a good cause. The student built on another's idea about gelatin and nut free candy by actively listening to their peers' suggestions. These observations helped me assess the student's idea generation and refinement and their ability to create text for different audiences.

In their written response, the student also made a connection to what we had learned about the Food Bank from their website. For each dollar donated, the food bank share about \$6 worth of food. This demonstrates proficiency in Communicating ideas and information.

### Teacher's Reflection

By looking at the K-12 Learning Progressions and choosing the sub-aspects before presenting the tasks to the students, this allowed me to focus on what specific areas of writing we would be targeting during this learning opportunity. During the brainstorming at the beginning of the lesson, students were able to develop their ideas with the support of their peers, build off the ideas of others, and share personal connections that would assist them when they went to write their letters. As a result, all the students had ideas to write about. We also talked about and shared examples of how to justify or defend an idea. What details could you include that would convince the principal to let us have the candy sale. We discussed how you might use the words "because, if, but, although" to help you defend your ideas. Once again, by knowing what to focus on, the students were able to support their ideas. Focusing on the Literacy aspects in my planning and teaching helped my students to demonstrate more refined, deeper thinking ideas in their writing.