



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 11

Writing a First Draft: Accessing Books around the World Informative Paragraph



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

I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)
I can write an informative text. (W.3.2)

Supporting Learning Targets

- I can identify the criteria for a quality informative paragraph.
- I can write a quality first draft of an informative paragraph with a clear topic sentence that tells who my librarian or what my organization is.
- I can write an informative paragraph that describes my librarian or organization with specific facts and details.

Ongoing Assessment

- Students' first draft writing

Agenda

1. Opening
 - A. Engaging the Writer (5 minutes)
2. Work Time
 - A. Identifying Criteria for a Quality Paragraph (15 minutes)
 - B. Student Drafting (25 minutes)
3. Closing and Assessment
 - A. Debrief (10 minutes)
4. Homework
 - A. None.

Teaching Notes

- Use the model provided, or create another one if appropriate. Be sure to use the same model paragraph throughout this sequence of lessons, and that it meets all of the criteria for a quality Accessing Books around the World informative paragraph (for reference, see Identifying Criteria for a Quality Paragraph in 2A of the Lesson Plan).
- Some vocabulary words are not academic or domain-specific, and may need to be clarified with students: strength, challenge.



Lesson Vocabulary	Materials
identify, criteria, quality, facts, details, conclusion, punctuation, first draft, informative, paragraph, topic sentence	<ul style="list-style-type: none"> • Model Paragraph: <i>That Book Woman</i> (one per student; either teacher-created or the sample from supporting materials) • Chart paper • Markers • Drafting paper for students

Opening	Meeting Students' Needs
<p>A. Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none"> • Remind students about the Accessing Books around the World bookmark that they are working toward. In Lesson 10, they made a plan for their bookmark paragraph, and today they will have the chance to begin writing. • Be sure that students clearly understand the content and academic vocabulary in the supporting targets. When discussing “criteria” and “quality,” lead students toward understanding that it is a list of reasons why something is good. Provide an example from previous learning to remind them (i.e., Criteria for a Quality Conversation from Unit 1). • Refer to the writing process vocabulary and remind students of the first steps writers take: planning their writing. Tell them that today they will write a first draft: a best first try. Clarify the meaning of “informative paragraph” for students so they understand that they are writing a group of sentences that teach someone about their special librarian/organization from around the world. Today, as students write, they will attend carefully to their topic sentence and supporting details and facts. These terms will be discussed more thoroughly during Work Time. 	<ul style="list-style-type: none"> • Consider providing nonlinguistic symbols (e.g., a picture of a list for <i>plan</i>) to assist ELLs in making connections with vocabulary. • Clarify vocabulary with ELLs. They can record new terms in personal dictionaries or vocabulary logs.

Work Time	Meeting Students' Needs
<p>A. Identifying Criteria for a Quality Paragraph (15 minutes)</p> <ul style="list-style-type: none"> • Give students a model paragraph: <i>That Book Woman</i>, ideally a teacher-generated one about a librarian/organization that students will not have the option of writing about. Consider using the librarian from the teacher model in Lesson 10. Remind students about the Accordion paragraph structure they learned about in Unit 1 (topic sentence, supporting detail sentences, conclusion sentence). 	<ul style="list-style-type: none"> • Consider providing nonlinguistic symbols for the paragraph criteria on the anchor chart to assist ELLs in making connections with vocabulary.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Read aloud the paragraph. Briefly model how to determine criteria for quality, such as: "I notice that the paragraph begins with a topic sentence that tells the reader who the paragraph is about." Students continue to identify criteria, either as a large group or in small groups.• Write the criteria on an anchor chart for future reference. Perhaps add a large version of the paragraph to the chart and annotate with these criteria. Guide students toward these criteria:<ul style="list-style-type: none">* A clear topic sentence that tells the reader who the librarian or what the organization is* Important facts and details that help the reader know why your librarian/organization is special:<ul style="list-style-type: none">• where the action takes place• what the challenges are• the steps needed to get books to children• why the student selected that librarian or organization* A conclusion that wraps up the paragraph* Correct spelling, punctuation, and capitalization	<ul style="list-style-type: none">• Consider providing nonlinguistic symbols for the paragraph criteria on the anchor chart to assist ELLs in making connections with vocabulary.
<p>B. Student Drafting (30 minutes)</p> <ul style="list-style-type: none">• Briefly model for the class how to use a plan to begin writing. Think aloud and write a topic sentence and write one or two detail sentences based on the model plan.• Remind students to use their plan from the previous lesson as they begin writing their drafts. They will have time in future lessons to make their writing stronger; today they should try their best to write an informative paragraph with a clear topic sentence and important facts and details that help the reader know why their librarian/organization is special.• Confer with students as they are writing and provide guidance and reminders to use their plan and the criteria if they are stuck.	<ul style="list-style-type: none">• For students needing additional supports, consider providing a word bank developed to work with the specific student's writing plan.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (10 minutes)</p> <ul style="list-style-type: none">• Invite students to bring their first drafts to the debrief conversation. Ask them to reread their paragraph and make connections between their own work and the criteria for a topic sentence and details. Ask them to identify one “star” (area of strength) and one “step” (area of improvement).• Students may either share this with a partner or write it on an exit ticket and attach it to their first-draft piece of writing. Consider using sentence frames such as: “One of the criteria that I see in my paragraph is _____.” and “One of the criteria that I need to work on is _____.”	<ul style="list-style-type: none">• Consider providing a sentence frame or starter, or a cloze sentence for ELLs to assist them with language production and give the structure required.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• None <p><i>Assessment Note: Look over students' planning forms to ensure that they are on target to be able to write a first draft in the next lesson.</i></p>	



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Supporting Materials



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In the Appalachian Mountains of Kentucky, people go to extraordinary lengths to get books. One example of this is the “Book Woman.” She carries books on her horse to people’s houses deep in the mountains. Then she comes back two weeks later to switch those books for new ones. She does this for free! The “Book Woman” is necessary because of the physical environment. For example, people live very far from schools and libraries, so they can’t get to books. Also, they are in the mountains, so the paths are difficult to travel. Finally, the weather can be terrible, keeping people trapped in their houses. The “Book Woman” is a very special librarian because she is brave enough to ride through rough land and weather to help kids learn to read.