



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 12

Revising: Developing Topic Sentences for
My 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 revise my Accessing Books around the World informative paragraph to include a topic sentence that captivates my reader.
- I can revise my Accessing Books around the World paragraph to include important details about how my librarian or organization is special.

Ongoing Assessment

- Revisions of students' topic sentence and details

Agenda

1. Opening
 - A. Unpacking the Learning Targets (5 minutes)
2. Work Time
 - A. Revision Lesson A: Topic Sentences (10 minutes)
 - B. Student Revision of Topic Sentences (10 minutes)
 - C. Revision Lesson B: Important Details (10 minutes)
 - D. Student Revision of Details (20 minutes)
3. Closing and Assessment
 - A. Debrief (5 minutes)
4. Homework
 - A. None.

Teaching Notes

- Use strong models of topic sentences and detail for Work Time Parts A and B. A paragraph model is provided; adapt as necessary.
- A model Accessing Books around the World Paragraph Content Checklist is provided in the supporting materials. Use this as a guide and adapt as necessary to suit the needs of your students.



Lesson Vocabulary	Materials
include, introduce, details, complete sentence, paragraph, topic sentence, revise	<ul style="list-style-type: none"> • Model Paragraph: <i>That Book Woman</i> (from Lesson 11) • Student paragraph drafts (collected at the end of Lesson 11) • Chart paper • Markers • Accessing Books around the World Paragraph Content Checklist (for Teacher Reference)

Opening	Meeting Students' Needs
<p>A. Revision Lesson A: Topic Sentences (10 minutes)</p> <ul style="list-style-type: none"> • Display the model paragraph: <i>That Book Woman</i> and highlight/underline the topic sentence. Read aloud the topic sentence a few times and ask students to Think-Pair-Share what they notice about a clear topic sentence. Solicit a few responses from the class and guide students toward these general criteria and create an anchor chart for future reference: "What makes a clear topic sentence for an Accessing Books around the World paragraph?" Responses might include: "The writer uses a complete sentence," and "The writer tells the reader specifically who/what the paragraph is about." 	<ul style="list-style-type: none"> • Use thoughtful grouping: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.

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.
<p>B. Student Revision of Topic Sentences (10 minutes)</p> <ul style="list-style-type: none"> • After students have looked at the model topic sentence and identified the criteria, give them time to revise their own topic sentence from Lesson 11. Confer with students as they write, referring them to the anchor chart and model topic sentence. • Toward the end of this first chunk of Work Time, invite students to read their topic sentence to a peer. 	<ul style="list-style-type: none"> • Collaboration supports students' engagement.



Work Time (continued)	Meeting Students' Needs
<p>C. Revision Lesson B: Important Details (10 Minutes)</p> <ul style="list-style-type: none">• Display the model paragraph again and highlight/underline the detail sentences. Read them aloud a few times and ask students to Think-Pair-Share what they notice about the detail sentences. Solicit a few responses from the class and guide students toward these general criteria and create an anchor chart for future reference: “What are important details we need to include in our Accessing Books around the World Paragraph? Responses might include: “Where the librarian/organization is located,” “How the person/organization acted special,” and “What they need to do in order to get books to children.”• Help students notice that the details are written in complete sentences and the writer uses vivid and precise words to describe the librarian or organization (point these out in the paragraph).• Model how to look back at the text and notes that were taken about <i>That Book Woman</i> (Unit 1, Lessons 9 and 10) to verify important details.	
<p>D. Student Revision of Details (20 minutes)</p> <ul style="list-style-type: none">• After students have looked at the model details and identified the criteria, give them time to revise their own details from the previous lesson. Confer with students as they write, referring them to the anchor chart and model topic sentence as necessary.• Note that time is built in during the following lesson for students to continue to revise their topic sentences and details.	<ul style="list-style-type: none">• ELLs should be allotted extended time to finish the writing task if needed. ELLs are provided extended time on NY State assessments.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (10 minutes)</p> <ul style="list-style-type: none">Students Pair-Share one or two detail sentences using the sentence frame: "One of my important details is _____."If time permits, engage the class in a conversation around strategies they used to write their topic sentences and details. What were their successes and challenges as writers today? <p><i>Assessment Note: Review students' topic sentences and details and complete the Accessing Books around the World paragraph criteria list for each student to use in the next lesson.</i></p>	<ul style="list-style-type: none">Consider providing a sentence frame or starter, or a cloze sentence to assist ELLs with language production and give the structure required.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">None <p><i>Note: A week from now, you need to have organized a real audience for the bookmark share. (It may be students within the class, students in a different class, families, etc.) This sharing may happen within the lesson or during some other time, depending on the audience.</i></p>	



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Supporting Materials



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Learning Target	Not Yet	Almost There	Excellent!	Teacher Comments
I can write a clear topic sentence that introduces the reader to my special librarian or organization.				
I can include important details about my special librarian or organization: 1. where the librarian/organization is located 2. how the person/organization acted in a special way in order to deliver books.				
I can write a conclusion that wraps up the paragraph for my reader.				