



EXPEDITIONARY  
LEARNING

## **Grade 3: Module 1: Unit 3: Lesson 13**

**Revising:** Strong Conclusions 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 for a conclusion that wraps up the paragraph for my reader.
- I can use feedback and criteria to revise my paragraph.

**Ongoing Assessment**

- Students' conclusion revisions
- Students' paragraph drafts

**Agenda**

1. Opening
  - A. Engaging the Writer (5 minutes)
2. Work Time
  - A. Revision Lesson C: Conclusions (10 minutes)
  - B. Student Revision of Conclusions (10 minutes)
  - C. Open Revision Time Using Criteria Checklist (30 minutes)
3. Closing and Assessment
  - A. Debrief (10 minutes)
4. Homework
  - A. Continue reading in your independent reading book.

**Teaching Notes**

- During the Open Revision Time, consider pulling small groups of students with similar needs for extra revision support.



Lesson Vocabulary	Materials
wrap up, feedback, criteria, complete sentence, paragraph, conclusion, writing process, plan, edit, revise	<ul style="list-style-type: none"><li>• Students' completed Accessing Books around the World paragraph Content checklist and Conventions checklist</li><li>• Model paragraph (from Lesson 11)</li><li>• Chart paper</li><li>• Markers</li><li>• Student paragraph drafts (collected at the end of Lesson 12)</li><li>• Accessing Books around the World Paragraph Content Checklist (one per student)</li><li>• Accessing Books around the World Paragraph Conventions Checklist (one per student)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Revision Lesson C: Conclusions (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Display the <b>model paragraph: <i>That Book Woman</i></b> 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."</li></ul>	<ul style="list-style-type: none"><li>• Use thoughtful grouping: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.</li></ul>

Work Time	Meeting Students' Needs
<p><b>A. Identifying Criteria for a Quality Paragraph (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Display the <b>model paragraph</b> and highlight/underline the conclusion. Read aloud the conclusion a few times and ask students to Think-Pair-Share what they notice about a conclusion 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 strong conclusion for our Accessing Books around the World paragraph?" Responses might include: "The writer uses a complete sentence," and "The writer reminds the reader who the librarian/organization is and why he/she/it is so special."</li></ul>	<ul style="list-style-type: none"><li>• Use thoughtful grouping: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Student Revision of Conclusions (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Give students time to revise their own conclusion sentence. Confer with students as they write, referring them to the anchor chart and model topic sentence as necessary.</li><li>• Toward the end of the first chunk of work time, invite students to read their conclusion to a peer working near them.</li></ul>	
<p><b>C. Revision Lesson B: Important Details (10 Minutes)</b></p> <ul style="list-style-type: none"><li>• 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."</li><li>• 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).</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• ELLs may need extended time with the writing task.</li><li>• Collaboration supports students' engagement.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (10 minutes)</b></p> <ul style="list-style-type: none"><li>Students gather after the work time to share out how they used the criteria to make their writing stronger: "My _____ meets the criteria because it tells the reader _____."</li></ul>	<ul style="list-style-type: none"><li>Consider providing a sentence frame or starter, or a cloze sentence to assist with language production and give the structure required.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>Continue reading in your independent reading book.</li></ul> <p><i>Note: Review students' drafts to make instructional decisions about Lesson 14. If the entire class has met the paragraph criteria, consider optional Lesson 14 on "hooks." If most students need more time for revision, add in another revising day instead (and use hooks as an extension for students who have met the basic paragraph criteria).</i></p> <p><i>Before Lesson 14, use the Conventions checklist to prepare feedback for the class on the use of conventions in their paragraphs. Students will use this feedback to edit in Lesson 14.</i></p>	



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## Supporting Materials



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Target	Not Yet	Almost There	Excellent!	Teacher Comments
I can use correct capitalization in my writing.				
I can use punctuation correctly.				
I can spell grade-appropriate words correctly.				



Learning Target	Not Yet	Almost There	Excellent!	Teacher Comments
I can write a clear topic sentence that introduces the reader to my hero.				
I can include important details about my librarian/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.				