



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 13

Revising: Developing a Topic Sentence and a Strong Conclusion 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)
- I can write a topic sentence that introduces my topic to my reader. (W.3.2a)
- I can write a conclusion that wraps up the paragraph for my reader. (W.3.2b)
- I can use conventions to send a clear message to my reader. (L.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 informative paragraph to include a conclusion that wraps up the paragraph for my reader.

Ongoing Assessment

- Revisions of students' topic sentence and conclusions



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Continuing with the Writing Process and Unpacking the Learning Targets (10 minutes)</p> <p>2. Work Time</p> <p>A. Revision Lesson Part 1: Topic Sentences and Conclusions (20 minutes)</p> <p>B. Student Revision of Topic Sentences and Conclusions (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief (10 minutes)</p> <p>4. Homework</p> <p>A. Share a copy of your <i>revised</i> Accessing Book around the World informative paragraph with someone at home.</p>	<ul style="list-style-type: none">• In advance, make sets of the “Identify Topic Sentences and Conclusions” sentence strips (one per partnership). Cut the sentence strips apart and place each set within an envelope for use in Work Time A. Partners will lay out the sentences and try to locate the sentences containing the topic sentence and conclusion. Save these sentence strip sets for use in the next lessons.• Use additional strong models of topic sentences and detail for Work Time Parts A and B if it seems necessary.• In advance: Create a T-chart with left side labeled “Terrific Topic Sentences” and right side labeled “Crafty Conclusions” for use in Work Time B.



Lesson Vocabulary	Materials
include, introduce, details, complete sentence, paragraph, topic sentence, revise	<ul style="list-style-type: none">• Writing Process anchor chart (from Lesson 11)• Criteria for a Quality Paragraph anchor chart (from Lesson 12; to add on to)• Identifying Topic Sentences and Conclusions sentence strips (one per partnership)• Model Paragraph (from Lesson 12)• Students' paragraph drafts (collected at the end of Lesson 12)• Students' Paragraph Writing graphic organizers (from Lesson 11 and used again in Lesson 12)• Chart paper for Terrific Topic Sentences and Crafty Conclusions T-chart• Accessing Books around the World Paragraph Content Checklist (for Teacher Reference)• Lesson 13 Homework (one per student) <p>Supplemental Materials</p> <ul style="list-style-type: none">• Sticky notes



Opening	Meeting Students' Needs
<p>A. Continuing with the Writing Process and Unpacking the Learning Targets (10 minutes)</p> <ul style="list-style-type: none"> • Welcome students back to the Unit 3 work and praise their writing efforts in Lessons 11 and 12. Write on the board or on a chart: “RESEARCH → PLAN → DRAFT → <u>?</u>” Ask students to turn and talk about what step of the writing process goes where the question mark is. Confirm for students that their next step is “Revise.” Define revise as: “to change or make different in order to improve upon.” Display or gesture to the Writing Process anchor chart to reinforce where students are in the process. Add notes to the anchor chart about what revision is on the right side. • Share today’s learning targets related to revision: <ul style="list-style-type: none"> * 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 informative paragraph to include a conclusion that wraps up the paragraph for my reader. • Clarify for students the meaning of the word ‘revise’ if necessary. Tell students that you are very excited to see what they do today to improve upon their first drafts. Say something like: “Revision is such an important step in the writing process. This is your opportunity to take your first draft which was your best first try and make some changes and additions with the end result being a new version of your paragraph that is better and stronger. I can’t wait to see what you do with your writing!” 	<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. Revision Lesson Part 1: Topic Sentences and Conclusions (20 minutes)</p> <ul style="list-style-type: none"> • Display and review the Criteria for a Quality Paragraph anchor chart from Lesson 12. Quickly review this list of criteria. Point out to students that the list is very basic at this point. Say: “We have a good basic list of criteria on our anchor chart. But we may need to be just a little more specific about our criteria so that we can do the best job possible on our paragraphs.” • Display the model paragraph used in Lesson 12 and use a green marker to highlight/underline the topic sentence. Tell students this is a very clear 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. Ask: “What makes a clear topic sentence for an Accessing Books around the World paragraph?” Solicit a few responses from the class and guide students toward general criteria: Responses might include: “The writer uses a complete sentence.” and “The writer tells the reader specifically who/what the paragraph is about.” “The writer writes in such a way as to grab the reader’s attention.” “The writer makes it clear by the topic sentence what the paragraph is going to be about.” • From the ideas shared, add additional notes onto the Criteria for a Quality Paragraph anchor chart under section 1: “Includes a Topic Sentence.” • Now use a red marker to highlight/underline the conclusion. Tell readers that you can tell this sentence is signaling the end of the paragraph. Read the conclusion aloud a few times and ask students to Think-Pair-Share what they notice about the conclusion sentence. Solicit a few responses from the class and guide students toward general criteria: “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.” “The writer signals the end of the paragraph with a careful choice of words.” “The writer avoids making announcements.” “The writer writes something very similar to the topic sentence but using a different choice of words.” • From the ideas shared, add additional notes onto the Criteria for a Quality Paragraph anchor chart under section 4: “Includes a Conclusion Sentence.” • Tell students they will be doing a fun activity to see if they can recognize the topic sentence and conclusion from within a set of sentence strips. Distribute the set of the Identifying Topic Sentences and Conclusions sentence strips to each partnership. They should quickly find a place to work and spread the sentence strips out. Then they must read all of the sentences. Through conversation, partners will make a decision about which sentence they believe works as the topic sentence and which sentence works as the conclusion. They can label these two sentence strips as such. • Following the partnership work, ask students to share what their partnership’s decision was. Have students put the sentence strips back in the envelope and write their names on the envelope. Collect the envelopes for use in later lessons. 	<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	Meeting Students' Needs
<p>B. Student Revision of Topic Sentences and Conclusion Sentence (20 minutes)</p> <ul style="list-style-type: none">• Tell students that now they will have time to revise their own topic sentence and conclusion for their draft paragraph from Lesson 12. Students' Paragraph Writing graphic organizers (from Lesson 11) should be out to reference. Stress to students that they are only to revise their topic sentence and conclusion, and that they will work on revising their detail sentences in the next lesson.• Confer with students as they write, referring them to the Criteria for a Quality Paragraph anchor chart and model paragraph as necessary.• As students begin to work, display the Terrific Topic Sentences/Crafty Conclusions T-chart in a prominent place within the area where students are working.• Circulate with a pad of paper and a pencil or pen. As you see quality examples of topic sentences and conclusions, quickly write them down on the pad and then transfer them to the T-chart. When writing the student examples, remove the specific name of the librarian or organization from the sentences, putting “[word]” instead. For example, the topic sentence from a student could have been: “The Kalimantan Floating Library is an extraordinary organization that works hard to bring books to children in Indonesia.” What would be written on the T-chart is: “The [name] is an extraordinary organization that works hard to bring books to children in [country].”• After 10 minutes, interrupt students to share what’s on the T-chart. Have brief conversation about these sentences. Then send students off to keep revising their topic sentence and conclusion.• After 5 more minutes, invite students to read their topic sentence and conclusion to the same partner from Work Time A. Allow students a couple of minutes to make adjustments to their topic sentence and conclusion if they feel they want to.	<ul style="list-style-type: none">• Collaboration supports students’ engagement.• What works well for some students is to “try out” several versions by writing out a list of possible topic sentences. Then they can read over their list, possibly reading each topic sentence aloud to ‘hear’ how it sounds. Then they place a star or asterisk next to the 1 or 2 they like best. They can at that point ask a peer to weigh in on which one seems best. Then they can repeat the process with a conclusion.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (10 minutes)</p> <ul style="list-style-type: none"> • Ask for a few volunteers to read their original topic sentence followed by their revised topic sentence. Repeat with conclusions. • Engage the class in a conversation around strategies they used to write their topic sentences and conclusions. What were their successes and challenges as writers today? <p><i>Assessment Note: Review students' topic sentences and conclusions 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
<p>Share a copy of your <i>revised</i> Accessing Book around the World informative paragraph with someone at home. Ask them what improvements they notice from your first draft. You may need to point out what parts are new or different. Even though you've made improvements to your paragraph, ask someone at home for 1-2 suggestions for how you could strengthen your paragraph even more. Again, tell them we still aren't concerned <i>at this point</i> about fixing things like capitalization, punctuation, grammar or spelling. Tell them we will do that a bit later when we are in the editing phase.</p> <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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Criteria for a Quality Paragraph

1. Includes a topic sentence
2. Supporting details and facts
3. Uses some transition words
4. Includes a conclusion



Identifying Topic Sentences and Conclusions Sentence Strips

In the Appalachian Mountains of Kentucky, there are people who go to extraordinary lengths to get books to people.

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.



Lesson 13 Homework

Name:

Date:

Share a copy of your **revised** Accessing Book around the World informative paragraph with someone at home. Ask them what improvements they notice from your first draft. You may need to point out what parts are new or different. Even though you've made improvements to your paragraph, ask someone at home for 1-2 suggestions for how you could strengthen your paragraph even more. Again, tell them we still aren't concerned *at this point* about fixing things like capitalization, punctuation, grammar or spelling. Tell them we will do that a bit later when we are in the editing phase.