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| **Topic Sentence Instructional Routine: Fishing Hooks** |



**Common Core State Standard**:

* CCSS.ELA.W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
* CCSS.ELA.W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**Overview**

 This instructional routine is a 10-15 minute lesson that uses the analogy of a fishing hook to teach students the purpose and structure of a topic sentence. In this lesson, students will learn a) the purpose of a topic sentence b) the elements of a topic sentence c) how to write a topic sentence.

**Symbol Key**

  Explicit Instruction

  Opportunities to Respond

  Feedback

**General Instructional Routine**

**Teacher Preparation**

* Select example paragraphs for the genre being taught (narrative, informational, etc.)
* Choose example paragraphs that:
* Clearly demonstrate an exemplar topic sentence that is related to the content of the paragraph
* Comes from authentic, grade-appropriate text (could be student writing, with permission)
* Can be meaningfully connected to current learning
* Contains language that students can realistically incorporate into their own writing

**Fishing Procedure**

**Step 1: Packing the Tackle Box (2-3 minutes)**

***Connect to Previous Learning*** (if applicable):

* Review previous learning that applies to current lesson
* Reference recent discussions about current lesson

***Gathering Fishing Materials Preview***

* Set the scene/Connect to students’ lives:
	+ Provide a real-world analogy or example of when the focus or pattern of the lesson may be relevant
* Provide purpose(s)/learning target(s) for students
* Explain real-world importance

***Activate Prior Knowledge***

* Ask questions to activating background knowledge:
	+ What do you already know about topic sentences?
	+ What comes to mind when you hear the term “topic sentences”?
	+ How does the focus of today’s lesson remind you of something we’ve talked about/learned before?

***Review Key Terms***

* Define or review key vocabulary words used in lesson
	+ Hook
	+ Topic
	+ Engage
	+ Introduce

**Step 2: Lead Fisherman Demonstration (7-8 minutes)**

***“Casting Your Line” Presentation***

* Present example paragraphs and topic sentences to class

***Teacher Think-Aloud***

* Model pattern analysis during think-aloud process
	+ Example:
		- “First, I notice…”
		- “Now, I see…”
		- “This reminds me of…”

***Guided Pattern Discovery***

* Walk through initial pattern identification with class
	+ Example:
		- Circle or underline all features of topic sentences
		- Note differences, functions, or new structures

***Engagement Check***

* Ask questions to check for comprehension
	+ “What patterns are we seeing?”
	+ “Is there anything you are unfamiliar with or don’t understand?”
	+ “Why might the author use different varieties of topic sentences?”
	+ “Where else might we see patterns like this?”

**Step 3: Partner/Group Fishing Trip (10-12 minutes)**

**Teacher-Guided Practice**

***Angler Partnerships***

* Pair students (or create small groups) for collaborative investigation
* Review partnership expectations

***Teacher Support***

* Circulate among partners/small groups to:
	+ Monitor discussions
	+ Offer feedback
	+ Provide scaffolded prompts
	+ Support struggling teams

***Team Discussions***

* Have angler pairs/groups:
* Explain topic sentence features to each other
* Compare findings with nearby teams/groups
* Share discoveries with class

**Step 4: Solo Fishing Trip (5-7 minutes)**

**Independent Practice**

Choose an activity for students to practice:

* Provide opportunities for students to practice writing topic sentences
* Activities might include:
	+ Finding topic sentences in other text(s)
	+ Composing a new topic sentence for a provided paragraph

**Step 5: Reeling in the Fish (3-5 minutes)**

* Add the features of topic sentences to a class reference wall or individual writing notebook
* Have students connect to their own writing
* Discuss where they might use this discourse feature in their work
* Set a purpose for using the structure in upcoming writing