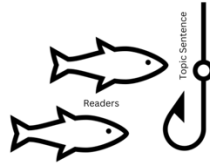


## Topic Sentence Instructional Routine: Fishing Hooks



### 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