

WRITING AN INFORMATIONAL BOOKLET

3.W.2.B.e Write informative/ explanatory texts that use transition words to connect ideas within categories of information.

CONTENTS

TEACHER NOTES

An introduction to the lessons and a brief discussion of the research used to develop the instructional resources included in the lesson set.

LEARNING MAP TOOL

An overview of the standards, the learning map section, and the nodes addressed in the lesson set.

INSTRUCTIONAL ACTIVITIES FOR LESSONS 4 & 5

Detailed walkthroughs of each lesson.

STUDENT HANDOUTS FOR LESSONS 4 & 5

Reproducible handouts students will use to complete activities during the lessons.

MODEL PASSAGE

An informational text that may be used as a model text throughout the lessons.

WRITING AN INFORMATIONAL BOOKLET

TEACHER NOTES

3.W.2.B.e

UNIT OVERVIEW

This writing unit is divided into three subunits. Each subunit includes a scaffolded lesson sequence that addresses the steps of the writing process, including planning, researching, and drafting. In total, the writing unit includes seven mini lessons to address components of the 3.W.2.B standards, allowing time for students to plan, draft, write, revise, and edit. Writing instruction is demanding for both teachers and students. Adjust the pacing and content of the lessons to accommodate any unique concerns, class schedules, and student ability levels.

The unit is centered on a provided model text to make implementation easier. However, the lessons are designed so that you may substitute a different model text and so that you may allow the context of your classroom to guide students' writing topics. This flexibility is based on the research that indicates writing for authentic purposes may improve students' writing outcomes (Duke, Purcell-Gates, Hall, & Tower, 2006; Graham, McKeown, Kiuahara, & Harris, 2012). Duke et al. (2006) defines authenticity as:

authentic literacy activities in the classroom . . . that replicate or reflect reading and writing activities that occur in the lives of people outside of a learning-to-read-and-write context and purpose. Each authentic literacy activity has a writer and a reader—a writer who is writing to a real reader and a reader who is reading what the writer wrote. (p. 346)

There are an infinite number of ways to make writing activities in your classroom more authentic, and we invite you to do so.

PART 1 (3.W.2.B.a and 3.W.2.B.b)

Lesson 1: In this lesson, you guide students in deconstructing a model text to use as an example for creating their own texts in the rest of the unit. The model text helps students set goals for their own writing and provides them with an understanding of exactly how their end product should look. At the end of the lesson, you introduce a procedure for organizing students' materials and handouts for the rest of the unit.

Lesson 2: In this lesson, students color-code the topic, facts, and details in the chosen model text. Then, they record the topic, facts, and details into the lesson's handout.

Lesson 3: In this lesson, students use provided resources, such as curated websites or books, to find facts and details about their chosen topic. You model how to document facts and details from the resources on the handout.

PART 2 (3.W.2.B.e)

Lesson 4: In this lesson, students identify linking words in a mentor text, and you create an anchor chart of linking words for students to reference as they write. Students use the facts and details from the previous lesson's activity and a structured handout to write a body paragraph for their informational booklet.

Lesson 5: In this lesson, students learn how to write a lead sentence and an introduction. You model exciting and dull leads, pointing out characteristics that define exciting leads, and students practice writing leads in the lesson's handout. Then they deconstruct the introduction paragraph from the model text to use as an example and draft their own introduction paragraphs.

PART 3 (3.W.2.B.f)

Lesson 6: In this lesson, students write a conclusion for their informational booklet. First, students circle the parts of the concluding paragraph from the model text to use as an example. Then, they draft their own concluding paragraphs.

Lesson 7: In this lesson, students complete their informational booklet. You review how the informational booklet should look and then help students organize the handouts from the unit to use as they complete their informational booklets.

Research Findings	Lesson Strategies, Approaches, or Activities
Students benefit from setting writing goals, being taught the structure of informational text, and understanding what the end product should look like. (Graham, McKeown, Kihara, & Harris, 2012)	At each stage of the writing process, students deconstruct or analyze a model text. These exercises help students understand the parts of an informational text and how their own should be structured.
Mentor texts provide something for writers to imitate. Mentor texts are especially helpful to inexperienced and young writers, helping them visualize how good writers organize their thoughts and ideas. (Gallagher, 2014)	Students use a mentor text throughout the unit to aid in their understanding of the structure of an informational text.
Students benefit from the understanding that writing is a process rather than a product. (Graham, Harris, & Santangelo, 2015)	The lessons emphasize a process approach to writing and are designed to scaffold students through planning and drafting their texts. Students understand the end goal and have time to plan, research, and write.

Students benefit from being explicitly taught about writing strategies and how to use them. (Graham, McKeown, Kiuvara, & Harris, 2012)	The lessons break down the process of writing into manageable chunks, allowing students access to the process of writing. Separating big writing assignment into smaller manageable chunks is an important writing strategy for students to learn.
Teachers tend to underestimate young students' ability to comprehend and write informational text and instead focus on personal narrative writing. Teachers should provide opportunities for students to write and become familiar with informational text. (Read, 2005)	These lessons are an opportunity for students to spend time examining and writing informational text.

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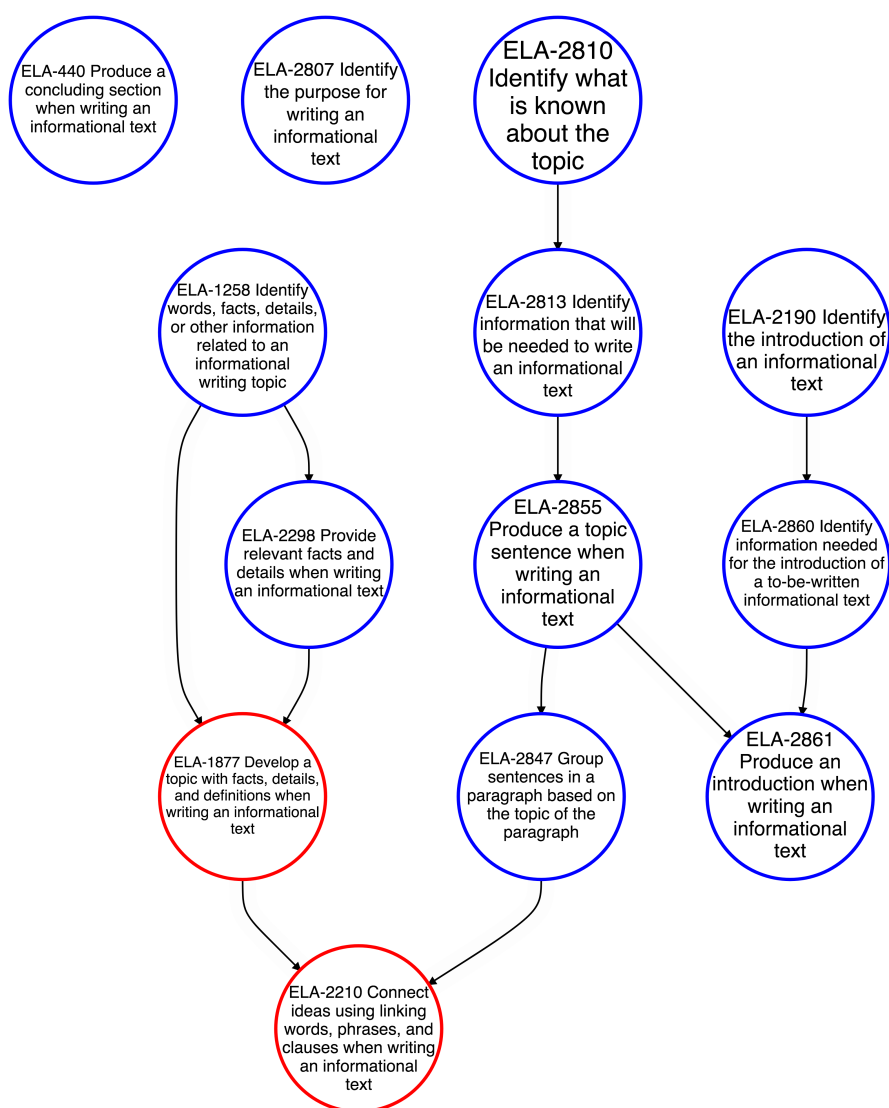
WRITING AN INFORMATIONAL BOOKLET

LEARNING MAP TOOL

3.W.2.B.e

STANDARD

3.W.2.B.e Write informative/ explanatory texts that use transition words to connect ideas within categories of information.



**Learning map model for 3.W.2.B.e*

Node ID	Node Name	Node Description
ELA-440	PRODUCE A CONCLUDING SECTION WHEN WRITING AN INFORMATIONAL TEXT	Produce a concluding section or paragraph that relates to and supports the information or explanation presented when writing an informational text.
ELA-1258	IDENTIFY WORDS, FACTS, DETAILS, OR OTHER INFORMATION RELATED TO AN INFORMATIONAL WRITING TOPIC	Identify the words, facts, details, or other information that relates to a specific topic when preparing to write an informational text.
ELA-1877	DEVELOP A TOPIC WITH FACTS, DETAILS, AND DEFINITIONS WHEN WRITING AN INFORMATIONAL TEXT	Develop a topic by including relevant facts, details, and definitions when writing an informational text.
ELA-2190	IDENTIFY THE INTRODUCTION OF AN INFORMATIONAL TEXT	Identify the introduction of an informational text based on its characteristics.
ELA-2210	CONNECT IDEAS USING LINKING WORDS, PHRASES, AND CLAUSES WHEN WRITING AN INFORMATIONAL TEXT	Connect ideas within and across categories of information using linking words, phrases, or clauses (e.g., for example, another reason, and, more, but, also, because, in contrast, and especially) when writing an informational text.
ELA-2298	PROVIDE RELEVANT FACTS AND DETAILS WHEN WRITING AN INFORMATIONAL TEXT	Include facts and details related to the topic when writing an informational text.
ELA-2807	IDENTIFY THE PURPOSE FOR WRITING AN INFORMATIONAL TEXT	Identify the purpose or reason (e.g., answering a question, explaining a process, or describing a topic) for writing about a topic.
ELA-2810	IDENTIFY WHAT IS KNOWN ABOUT THE TOPIC	Identify personal knowledge about a topic to use for writing an informational text.
ELA-2813	IDENTIFY INFORMATION THAT WILL BE NEEDED TO WRITE AN INFORMATIONAL TEXT	Identify the information that will be needed to write a text about an informational topic.
ELA-2847	GROUP SENTENCES IN A PARAGRAPH BASED ON THE TOPIC OF THE PARAGRAPH	Group sentences based on their relationship to the topic when writing an informational text.
ELA-2855	PRODUCE A TOPIC SENTENCE WHEN WRITING AN INFORMATIONAL TEXT	Produce a topic sentence that introduces the topic and main idea for an informational text.
ELA-2860	IDENTIFY INFORMATION NEEDED FOR THE INTRODUCTION OF A TO-BE-WRITTEN INFORMATIONAL TEXT	Identify what information (e.g., the topic, the main idea, the most important key details, and the purpose for writing the text) should be included in the introduction of an informational text.
ELA-2861	PRODUCE AN INTRODUCTION WHEN WRITING AN INFORMATIONAL TEXT	Produce an introduction to an informational text by stating the topic, the main idea, and the purpose for writing the text.

WRITING A BODY PARAGRAPH

INSTRUCTIONAL ACTIVITY

3.W.2.B.e, Lesson 4

LEARNING GOAL

In this lesson, students find linking words in an informational text and observe how authors use them to connect ideas. Students write related facts and details into paragraph form, using linking words to connect them. They also write a topic sentence and concluding sentence for the paragraph.

STANDARD

3.W.2.B.e Write informative/ explanatory texts that use transition words to connect ideas within categories of information.

PREPARATION

Before the lesson, prepare a few good examples of topic sentences and concluding sentences. You may want to take these examples from familiar informational texts or write your own. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

MATERIALS & HANDOUTS

- ▶ completed [STUDENT HANDOUT: MY INFORMATIONAL BOOKLET MODEL](#)
 - ▶ completed [STUDENT HANDOUT: MY FACTS AND DETAILS](#) from Lesson 3
 - ▶ [STUDENT HANDOUT: MY BODY PARAGRAPH](#)
 - ▶ whiteboard or chart paper
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IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can use linking words, a topic sentence, and a concluding sentence in my own paragraph.”

Before students write their facts and details into paragraph form, they need to become familiar with linking words. **Direct** students to take out their [STUDENT HANDOUT: MY INFORMATIONAL BOOKLET MODEL](#). **Provide** students with examples of linking words (e.g., *also*, *another*, *and*, *more*, *but*), and **model** circling the linking words in the introduction paragraph. **Group** students and instruct them to work together to circle all the linking words in the rest of the model text.

Ask students to share out the linking words they found and make a class anchor chart of linking words for students to consult as they write their paragraphs in the following lessons. As students share, ask questions to collect evidence about student thinking.

CHECKING FOR UNDERSTANDING		
Determine if the student can CONNECT IDEAS USING LINKING WORDS, PHRASES, AND CLAUSES WHEN WRITING AN INFORMATIONAL TEXT (ELA-2210) :		
▶ What are three linking words that you circled in the text?	▶ Why did you circle this word as a linking word?	▶ What is the purpose of a linking word?

Direct students to take out their completed [STUDENT HANDOUT: MY FACTS AND DETAILS](#), and **pass out** the [STUDENT HANDOUT: MY BODY PARAGRAPH](#).

Model how to write the facts and details from the Lesson 3 handout as sentences in the body paragraph handout. Remind students to use the linking words from the anchor chart as they write out their facts and details.

Provide students with models for topic sentences; then **instruct** students to write a topic sentence for their body paragraph in the handout.

Provide students with models for concluding sentences; then **instruct** students to write a concluding sentence for their body paragraph in the handout.

As students work, **walk around** and check for understanding.

CHECKING FOR UNDERSTANDING

Determine if the student can
**PRODUCE A TOPIC SENTENCE
WHEN WRITING AN
INFORMATIONAL TEXT (ELA-
2855):**

- ▶ Can you point to your topic sentence?
- ▶ How does your topic sentence relate to your facts and details?
- ▶ Why do you need a topic sentence in a paragraph?

Determine if the student can
**PROVIDE RELEVANT FACTS AND
DETAILS WHEN WRITING AN
INFORMATIONAL TEXT (ELA-
2298):**

- ▶ Can you point to your fact [or detail]?
- ▶ Why did you include this fact [or detail]?
- ▶ How does this fact [or detail] relate to your topic?

Determine if the student can
**PRODUCE A CONCLUDING
SECTION WHEN WRITING AN
INFORMATIONAL TEXT (ELA-
440):**

- ▶ Can you point to your concluding sentence?
- ▶ How does your concluding sentence relate to the rest of your paragraph?
- ▶ Why do you need a concluding sentence in a paragraph?

To close the lesson, **pick up** the [STUDENT HANDOUT: MY BODY PARAGRAPH](#) and direct students to organize their materials.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

Some Points About Pencils

by Harmony Hanson

Introduction

Yellow pencils with pink erasers are all around in American classrooms. These ordinary pencils may be a simple school supply, but they have an interesting history. People have used pencils for hundreds of years. Pencils did not always look the way they do now, though. Today's common pencils have some unexpected facts in their past.

Pencil History

Early pencils were different from the pencils we use today. The wooden pencil was first described in 1565, and it was not yellow. Painting pencils yellow began over 300 years later, in 1889. Also, the first pencils came without erasers. Before erasers were invented, people removed pencil marks with squished-up old bread! Later, yellow pencils with connected erasers became the standard writing tool.

Conclusion

Today, yellow pencils topped by pink erasers appear in schools, desks, and fingers. But pencils did not begin this way. At first, pencils were not yellow. Also, early pencils did not have erasers. These handy tools have changed as people have used them to write and draw—and erase!

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MY BODY PARAGRAPH

STUDENT HANDOUT

Lesson 4

Topic	
Topic Sentence	
Fact #1	
Detail	
Fact #2	
Detail	
Concluding Sentence	

WRITING AN INTRODUCTION

INSTRUCTIONAL ACTIVITY

3.W.2.B.e, Lesson 5

LEARNING GOAL

In this lesson, students write an exciting lead and an introduction paragraph for their informational text.

STANDARD

3.W.2.B.e Write informative/ explanatory texts that use transition words to connect ideas within categories of information.

PREPARATION

Before the lesson, prepare a few examples of dull leads and a few examples of exciting leads that use sensory details. You may want to base these on familiar informational texts. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

MATERIALS & HANDOUTS

- ▶ completed [STUDENT HANDOUT: MY INFORMATIONAL BOOKLET MODEL](#)
 - ▶ completed [STUDENT HANDOUT: MY BODY PARAGRAPH](#) from Lesson 4
 - ▶ [STUDENT HANDOUT: EXCITING LEADS](#)
 - ▶ [STUDENT HANDOUT: MY INTRODUCTION PARAGRAPH](#)
 - ▶ whiteboard or chart paper
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IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can write an introduction for my informational booklet.”

Remind students that effective introductions encourage reader interest and introduce the focus of the informational text. First, students will learn how to write an exciting lead that makes readers want to know more. A lead is a sentence or two at the beginning of the introduction that gets the reader interested in the topic.

Draw a T-chart on the board. Write *Dull Lead* on one side and *Exciting Lead* on the other. As you write examples of leads, **discuss** what makes the leads dull or exciting. Focus on the sensory details in the exciting leads.

Provide students with the [STUDENT HANDOUT: EXCITING LEADS](#), and **direct** them to write their own surprising facts and exciting leads that use sensory details. After students have finished, **ask** them to share out. **Encourage** students to revise their exciting leads if they get new ideas. Put the handout aside.

Pair students. **Provide** them with the [STUDENT HANDOUT: MY INTRODUCTION PARAGRAPH](#). **Explain** to students that their introduction paragraphs need to have four sentences:

- ▶ a topic sentence that is an exciting lead
- ▶ a focus statement that provides the text topic
- ▶ a sentence that hints at the facts and details to come
- ▶ a concluding sentence that sums up the information in the paragraph

Instruct students to find these parts in the introduction paragraph of the [STUDENT HANDOUT: MY INFORMATIONAL BOOKLET MODEL](#) and add them to the first page of the introduction handout.

Discuss the correct answers as a class and explain that students' introductions will have the same parts as the model text's introduction. Then, **direct** them to independently complete the second page of the handout with their own introduction, including the exciting lead they just created. As students write, **circulate** and check for understanding.

CHECKING FOR UNDERSTANDING

Determine if the student can
**IDENTIFY THE INTRODUCTION OF
AN INFORMATIONAL TEXT (ELA-
2190):**

- ▶ Where does the introduction to an informational text go?
- ▶ Where is the introduction of the model text?

Determine if the student can
**IDENTIFY INFORMATION NEEDED
FOR THE INTRODUCTION OF A
TO-BE-WRITTEN INFORMATIONAL
TEXT (ELA-2860):**

- ▶ What information should an introduction paragraph of an informational text include?
- ▶ What is the purpose of the introduction paragraph of an informational text?
- ▶ Why is it important for your introduction to relate to the topic of your informational booklet?

Determine if the student can
**PRODUCE A TOPIC SENTENCE
WHEN WRITING AN
INFORMATIONAL TEXT (ELA-
2855):**

- ▶ Where is your topic sentence?
- ▶ How does your topic sentence relate to the topic of your informational booklet?
- ▶ Why is it important to have an exciting lead as the topic sentence of your introduction paragraph?

To close the lesson, **provide** time for students to organize their materials and collect the lesson's handouts if you would like to review students' answers more thoroughly.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

EXCITING LEADS

STUDENT HANDOUT

3.W.2.B.e, Lesson 5

The first sentence of the introduction is called the *lead*. The lead should encourage curiosity in your readers and make them want to keep reading your informational booklet.

Dull Lead ☹	Exciting Lead ☺
My informational booklet is about frogs.	Imagine an army of frogs coming at you, shouting, "Ribbit, ribbit, RIBBIT!" In fact, that is not the scene of a new science fiction movie. A group of frogs really is called an army!

A funny, surprising, or exciting fact about your topic	A group of frogs is called an army.
A funny, surprising, or exciting image that uses sensory details	<p>Imagine an army of frogs coming at you, shouting, "Ribbit, ribbit, RIBBIT!" In fact, that is not the scene of a new science fiction movie. A group of frogs really is called an army!</p> <p>This lead uses <i>hearing</i> and <i>seeing</i> to introduce readers to the surprising fact about frogs.</p>

Directions: First, write down facts about your topic. Then, use sensory details to create an exciting image with the facts. Finally, write your own dull lead and then your exciting lead!

A funny, surprising, or exciting fact about your topic	
A funny, surprising, or exciting fact about your topic	
A funny, surprising, or exciting image that uses sensory details	
A funny, surprising, or exciting image that uses sensory details	
A funny, surprising, or exciting image that uses sensory details	

Your Dull Lead ☹️	Your Exciting Lead 😊

MY INTRODUCTION PARAGRAPH

STUDENT HANDOUT

3.W.2.B.e, Lesson 5

Topic sentence (exciting lead)	
Focus of the text	
A hint at the facts and details	
Concluding sentence	

My Introduction Paragraph

Directions: Complete the chart with your own research.

Topic sentence (exciting lead)	This sentence should get your reader interested in your topic.
Focus of the text	This sentence should tell the topic of the text.
A hint at the facts and details	This sentence should hint at the facts and details in your body paragraph.
Concluding sentence	