

# WRITING AN INFORMATIONAL TEXT

## 5.W.2.B.g Write informative/ explanatory texts that use text structures when useful.

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A feedback tool for students to complete following the lesson set.

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# WRITING AN INFORMATIONAL TEXT

## TEACHER NOTES

5.W.2.B.g, Lessons 1–4

### UNIT OVERVIEW

This unit offers students an opportunity to work through a full writing process, from developing ideas to completing a writing piece. Each lesson is dependent upon completion of the previous lesson; however, the lesson activities offer flexibility to accommodate time constraints and student writing skills. Throughout the lessons, you guide students through the writing process with examples and demonstrations of writing strategies. Collaborative groups are also a major component in the unit, with suggested models presented in the lessons. Lessons are divided into parts to allow for scheduling flexibility.

**Lesson 1:** In this lesson, students plan and complete prewriting activities. Students identify a topic, main ideas, and resources for their writing product.

**Lesson 2:** In this lesson, students develop the content of the writing piece. Students gather details and organize main ideas to create a framework for the body of their writing product.

**Lesson 3:** In this lesson, students organize the content of the writing piece. Students order main ideas and details, draft topic sentences that include transitions, and create citations to document their sources. To close the lesson, students produce two fully formed body paragraphs.

**Lesson 4:** In this lesson, students create introductory and concluding elements for their texts. Students begin the lesson by analyzing effective introductions and conclusions. Then they compose their own introduction and conclusion paragraphs.

At the conclusion of this unit, students will have produced a four-paragraph informational writing piece that shows their ability to examine a topic and clearly convey ideas and information.

### Research Findings

Instruction in specific writing strategies can improve student writing for both students with disabilities and students in general education, as measured by pretest and posttest scores and state-mandated assessments.  
( Rueter, 2008; Bui, Schumaker, & Deshler, 2006)

### Lesson Strategies, Approaches, or Activities

The unit includes student handouts that are based on the Strategic Instructional Model developed at the University of Kansas Center for Research on Learning (Lyerla & Schumaker, 2005; Schumaker, 2003). The handouts provide specific strategies from this model shown to improve student writing.

Students who receive instruction in specific writing strategies are able to improve their writing in one content area and to generalize the strategies to other content areas. Combining self-regulatory procedures with peer grouping results in larger student gains in writing. (Graham, Harris, & Mason, 2005)	The student handouts for Lessons 2, 3, and 4 include self-regulatory procedures in specific writing strategies. All lessons include peer grouping activities, in which students explore specific writing strategies.
Students need more time in writing instruction that includes guidance, sequenced instruction, and a clearly defined objective. (Graham & Harris, 1988)	This unit tasks students with writing an informational text and guides them through the sequence of writing, step by step. In each lesson, you provide models and examples of how to successfully complete a part of the writing process, and then students complete the tasks with guided handouts.

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# WRITING AN INFORMATIONAL TEXT

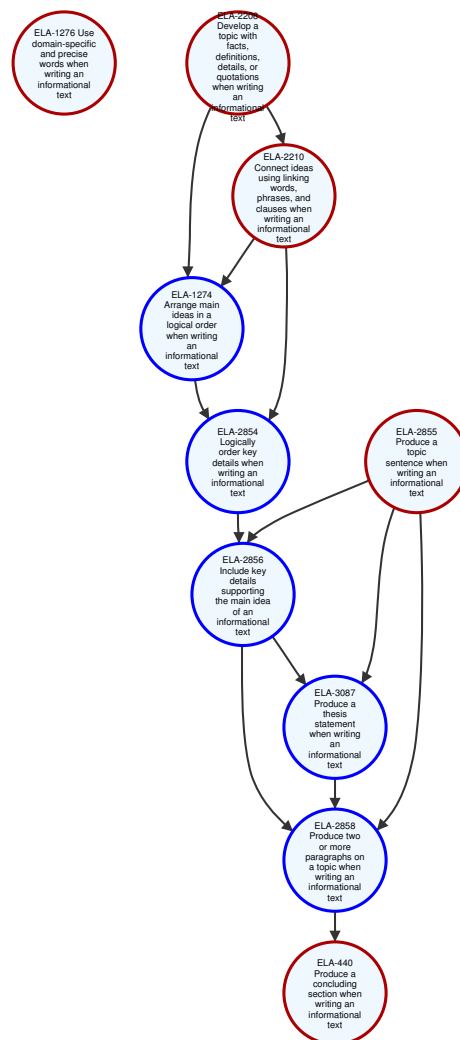
## LEARNING MAP TOOL

5.W.2.B.g

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### STANDARD

**5.W.2.B.g** Write informative/ explanatory texts that use text structures when useful.



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*\*Learning map model for 5.W.2.B.g.*

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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-1274	ARRANGE MAIN IDEAS IN A LOGICAL ORDER WHEN WRITING AN INFORMATIONAL TEXT	Produce logically arranged main ideas related to the topic when writing an informational text.
ELA-1276	USE DOMAIN-SPECIFIC AND PRECISE WORDS WHEN WRITING AN INFORMATIONAL TEXT	Include relevant domain-specific vocabulary as well as precise language to inform about or explain the topic when writing an informational text.
ELA-2208	DEVELOP A TOPIC WITH FACTS, DEFINITIONS, DETAILS, OR QUOTATIONS WHEN WRITING AN INFORMATIONAL TEXT	Develop a topic through the use of relevant facts, definitions, details, or quotations when writing an informational text.
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., <i>for example</i> , <i>another reason</i> , <i>and</i> , <i>more</i> , <i>but</i> , <i>also</i> , <i>because</i> , <i>in contrast</i> , and <i>especially</i> ) when writing an informational text.
ELA-2854	LOGICALLY ORDER KEY DETAILS WHEN WRITING AN INFORMATIONAL TEXT	Arrange key details in a logical order 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-2856	INCLUDE KEY DETAILS SUPPORTING THE MAIN IDEA OF AN INFORMATIONAL TEXT	Include relevant key details that support the main idea when writing an informational text.
ELA-2858	PRODUCE TWO OR MORE PARAGRAPHS ON A TOPIC WHEN WRITING AN INFORMATIONAL TEXT	Produce two or more paragraphs that support a topic when writing an informational text.
ELA-3087	PRODUCE A THESIS STATEMENT WHEN WRITING AN INFORMATIONAL TEXT	Produce a thesis statement that covers the main idea and supporting details when writing an informational text.

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# PLANNING AN INFORMATIONAL TEXT

## INSTRUCTIONAL ACTIVITY

5.W.2.B.g, Lesson 1

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### LEARNING GOAL

In this lesson, students conduct planning and prewriting activities to develop a topic for producing an informational text.

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### STANDARD

**5.W.2.B.g** Write informative/ explanatory texts that use text structures when useful.

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### PREPARATION

Before the lesson, compile a list of five to seven writing topics. You may also want to prescribe the text structure for each topic choice (for example, description, compare and contrast, order and sequence, problem and solution, or cause and effect). Select an additional topic to use as an example throughout the unit, and locate one print and one digital source related to it.

In addition, gather resources (either digital or print) for students to use during the research step. Be sure to follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

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### MATERIALS & HANDOUTS

- ▶ a list of topics
- ▶ [STUDENT HANDOUT: KWL CHART](#)
- ▶ research resources
- ▶ drawing paper
- ▶ [STUDENT HANDOUT: RESOURCE LIST](#)

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## IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can develop and strengthen my writing product through planning and prewriting.”

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### PART 1: FACT FINDING

**Introduce** students to the list of topics. Explain that students will use a handout to explore two topics before making their final topic choice.

**Organize** students into pairs or trios and **pass out** [STUDENT HANDOUT: KWL CHART](#). **Instruct** groups to select two topics from the list and work together to complete the K and W portions of the chart for both topics.

Next, **direct** groups to use the selected resources to add important details to the L portion of the handout. Encourage students to collaborate by assigning tasks to each other and communicating about information they have located.

As groups work, walk around and **ask** the Checking for Understanding questions. Depending on student responses, allow more time and provide guidance on improving the recorded information. Ask follow-up questions that guide students toward choosing the strongest topic.

CHECKING FOR UNDERSTANDING		
Determine if the student can <a href="#">DEVELOP A TOPIC WITH FACTS, DEFINITIONS, DETAILS, OR QUOTATIONS WHEN WRITING AN INFORMATIONAL TEXT (ELA-2208)</a> :		
<ul style="list-style-type: none"><li>▶ Have you gathered enough ideas and details to write a complete piece about the topic?</li><li>▶ What ideas and details are the strongest? Why?</li></ul>	<ul style="list-style-type: none"><li>▶ How do your ideas and details connect to the topic?</li><li>▶ Are there any ideas or details you might remove once you collect more information?</li></ul>	<ul style="list-style-type: none"><li>▶ How will you present the main ideas in your writing?</li><li>▶ How are your main ideas different from each other?</li></ul>

**Direct** students to choose one of the topics to write about. Each student should select a topic on their own.

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## PART 2: MAPPING THE TOPIC

**Tell** students they will now draw a map of their topic to identify the main points that they will write about. Students will create a topic web (also called a concept map). The center circle will list the topic. Students will then draw connections and at least four circles that represent potential paragraph main ideas, based on the information from the W and L portions of the KWL chart. **Acknowledge** that the main ideas listed on the web may change based on more research.

As students work, **circulate** and ask leading questions to help them synthesize their collected details into main ideas.

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## PART 3: FINDING RESOURCES

**Distribute** [STUDENT HANDOUT: RESOURCE LIST](#). Tell students they will complete the information for each resource they plan to use to write their passage.

With the resources about your example topic, **demonstrate** where students can find the bibliographic information for each resource and complete the information for your example sources.

As students complete the handout, **walk around** and assist students with finding accurate source information.

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



KWL CHART

STUDENT HANDOUT

Lesson 1

Topic 1:		
K	W	L
I know . . .	I want to know . . .	I learned . . .



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## RESOURCE LIST

### STUDENT HANDOUT

Lesson 1

**Resource #1:**                      Circle one:      Print Source      Digital Source

Title:

Author:

Publisher and Publication Date:

**Resource #2:**                      Circle one:      Print Source      Digital Source

Title:

Author:

Publisher and Publication Date:

**Resource #3:**                      Circle one:      Print Source      Digital Source

Title:

Author:

Publisher and Publication Date:

**Resource #4:**                      Circle one:      Print Source      Digital Source

Title:

Author:

Publisher and Publication Date:

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# DEVELOPING MAIN IDEAS

## INSTRUCTIONAL ACTIVITY

5.W.2.B.g, Lesson 2

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### LEARNING GOAL

In this lesson, students develop the main ideas and details for the body paragraphs of an informational text.

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### STANDARD

**5.W.2.B.g** Write informative/ explanatory texts that use text structures when useful.

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### PREPARATION

Before the lesson, create a model of [STUDENT HANDOUT: RESEARCH NOTES](#) by completing the question and detail sections for your example topic.

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### MATERIALS & HANDOUTS

- ▶ completed topic webs from Lesson 1
  - ▶ resources from Lesson 1
  - ▶ completed [STUDENT HANDOUT: RESOURCE LIST](#) from Lesson 1
  - ▶ [STUDENT HANDOUT: RESEARCH NOTES](#)
  - ▶ [STUDENT HANDOUT: ESSAY ORGANIZER](#)
- 

### IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can develop my main ideas using resources.”

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## PART 1: RESEARCHING THE TOPIC

**Demonstrate** how to form research questions from main ideas using your example topic. For instance, if your topic is the impact of the Kickapoo people on the environment, ask, “What methods did the Kickapoo tribe use to provide food?”

**Tell** students that creating research questions can help them construct effective internet searches. Questions can also help them decide whether or not a particular detail should be included in the final draft.

**Pass out** the completed [STUDENT HANDOUT: RESOURCE LIST](#) and [STUDENT HANDOUT: RESEARCH NOTES](#). **Instruct** students to turn their four main ideas into questions and write the questions on the notes handout. **Circulate** to make sure students create questions that are complete thoughts, and assist students who struggle with the task.

Next, **direct** students to locate three details that support each of the four main ideas. Allow students time to find the answers to their research questions in the resources and to take notes.

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## PART 2: SELECTING IDEAS

**Explain** that students will now select the two strongest main ideas to develop into paragraphs. Using your example topic and main ideas, **demonstrate** evaluating the main ideas by asking yourself the Checking for Understanding questions and verbalizing your responses.

**Divide** students into partners or small groups who share a topic. **Provide** students with evaluation questions, such as the Checking for Understanding questions, and direct them to interview each other about their four main ideas. As students discuss, **walk around** and ask the questions yourself. Ensure that students have selected the key details and that there are logical connections between the details, the main idea, and the topic.

## CHECKING FOR UNDERSTANDING

Determine if the student can **INCLUDE KEY DETAILS SUPPORTING THE MAIN IDEA OF AN INFORMATIONAL TEXT (ELA-2856)**:

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"><li>▶ How would you rank the details based on their importance to your main idea?</li></ul> | <ul style="list-style-type: none"><li>▶ How will this detail relate to the main idea of the paragraph?</li><li>▶ Are there any details that you may not need to support your main ideas? Which ones and why?</li></ul> | <ul style="list-style-type: none"><li>▶ Why does this detail have a stronger connection to the main idea than the others do?</li><li>▶ Why are some details more important than others?</li></ul> |
|---|--|---|

**Direct** students to use their answers to select the two main ideas they will write about. Encourage students to choose their main ideas based on the strength, not quantity, of information found.

**Provide** [STUDENT HANDOUT: ESSAY ORGANIZER](#), and direct students to write the topic, two main ideas, and details on the handout. **Remind** students to copy the source number for each detail, so they can cite the details when they craft their paragraphs. Explain that students will complete the handout in the next lessons.

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## PART 3: USING THE RIGHT WORDS

Next, **direct** students to identify domain-specific terms in the details they collected. **Explain** that domain-specific terms are special terms used to talk about a topic. For example, *photosynthesis* is a domain-specific word used to talk about plants. Encourage students to consult with group members to identify domain-specific terms and to learn more about the terms as needed. Students should add the terms and their definitions to [STUDENT HANDOUT: RESEARCH NOTES](#).

**Instruct** students to choose at least one domain-specific term to explain in the writing piece. Students should then circle the term on the handout.

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

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## RESEARCH NOTES

### STUDENT HANDOUT

#### Lesson 2

**Directions:** Record the details that answer each main idea question. Include the source and page numbers so you can find the information again.

<b>Question 1:</b>		
<b>Detail</b>	<b>Source</b>	<b>Page</b>
<b>Terms:</b>		

**Question 2:**

Detail	Source	Page

**Terms:****Question 3:**

Detail	Source	Page

**Terms:**



<b>Question 4:</b>		
<b>Detail</b>	<b>Source</b>	<b>Page</b>
<b>Terms:</b>		

# ESSAY ORGANIZER

## STUDENT HANDOUT

Lessons 2–4

Topic	Thesis Statement
<b>Main Idea A</b> # _____	
<b>Topic Sentence A</b>	
<b>Transitions</b>	
▶ _____	▶ Detail # ____ (Source # ____ ) _____ _____
▶ _____	▶ Detail # ____ (Source # ____ ) _____ _____
▶ _____	▶ Detail # ____ (Source # ____ ) _____ _____

**Main  
Idea B**  
# \_\_\_\_



**Topic Sentence B**

**Transitions**

- ▶ \_\_\_\_\_  
\_\_\_\_\_
- ▶ \_\_\_\_\_  
\_\_\_\_\_
- ▶ \_\_\_\_\_  
\_\_\_\_\_

▶ Detail # \_\_\_\_ (Source # \_\_\_\_ )

\_\_\_\_\_  
\_\_\_\_\_

▶ Detail # \_\_\_\_ (Source # \_\_\_\_ )

\_\_\_\_\_  
\_\_\_\_\_

▶ Detail # \_\_\_\_ (Source # \_\_\_\_ )

\_\_\_\_\_  
\_\_\_\_\_

**Concluding Statement**

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## CONNECTING MAIN IDEAS

### INSTRUCTIONAL ACTIVITY

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

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#### LEARNING GOAL

In this lesson, students use transition and clue words to connect ideas and explain the concepts related to the essay topic.

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#### STANDARD

**5.W.2.B.g** Write informative/ explanatory texts that use text structures when useful.

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#### PREPARATION

Before the lesson, prepare a list of student groups. If possible, ensure that group members have chosen a variety of topics.

Prepare to demonstrate the lesson activities with your example topic. Determine the best text structure for your topic and the best order of presentation for the main ideas and details. Complete a model [STUDENT HANDOUT: CREATING A TOPIC SENTENCE](#) and determine the best transition for each detail.

Also, determine how you wish students to cite their sources. Options include naming the author or source in the sentence or in a parenthetical following the sentence. Or students may insert the source number in a parenthetical at the end of the sentence.

Examples of cited details include the following:

- ▶ According to [Author], “quoted detail.”
  - ▶ Based on information from the *Washington Post*, [paraphrased detail].
  - ▶ The most important element for the success of democracy in America is participation by citizens (1).
- 

#### MATERIALS & HANDOUTS

- ▶ partially completed [STUDENT HANDOUT: ESSAY ORGANIZER](#)
-

- ▶ SUPPLEMENT: ALL ABOUT SENTENCES
  - ▶ SUPPLEMENT: CLUE WORDS AND TRANSITIONS
  - ▶ STUDENT HANDOUT: CREATING A TOPIC SENTENCE
  - ▶ completed STUDENT HANDOUT: RESEARCH NOTES
  - ▶ word-processing software (optional)
- 

## IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can improve my informational text by using the right words to present and connect ideas.”

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### PART 1: ORDERING DETAILS

**Divide** students into the groups you prepared. **Instruct** students to share their topic, two main ideas, and supporting details with their group. Encourage students to ask questions about each other’s topics, main ideas, and details.

Next, **tell** students that the order in which information is presented affects how well the reader understands the information. **Demonstrate** ordering the main ideas and details related to your example topic. Reference the type of text structure you used to order the main ideas and details.

**Pass out** [STUDENT HANDOUT: ESSAY ORGANIZER](#). **Instruct** group members to help each other order the main ideas and details and record the order on the handout. Advise students that they can present the main ideas and details in any order in their paragraph.

As students work, **circulate** and check for understanding.

## CHECKING FOR UNDERSTANDING

Determine if the student can **ARRANGE MAIN IDEAS IN A LOGICAL ORDER WHEN WRITING AN INFORMATIONAL TEXT (ELA-1274)**:

- ▶ How does the order of the main ideas support the topic?
- ▶ How did you decide the order for the paragraphs?

Determine if the student can **LOGICALLY ORDER KEY DETAILS WHEN WRITING AN INFORMATIONAL TEXT (ELA-2854)**:

- ▶ How does this order of details support the main idea of the paragraph?
- ▶ How did you decide the order for the details?
- ▶ Why are these details the best ones to support this topic or main idea?

## PART 2: BUILDING THE BODY PARAGRAPHS

**Provide** **SUPPLEMENT: ALL ABOUT SENTENCES**. Consider having students handwrite copies of the notes, fill in key terms in copies you provide, or highlight key terms on copies you provide.

**Provide** **SUPPLEMENT: CLUE WORDS AND TRANSITIONS** and **pass out** **STUDENT HANDOUT: CREATING A TOPIC SENTENCE**. **Demonstrate** how to complete the handout by creating each sentence type using your example topic.

**Instruct** students to use their completed **RESEARCH NOTES** and **ESSAY ORGANIZER** to write three topic sentences for each main idea paragraph. **Circulate** to ensure students create sentences that are grammatically correct and align with the sentence type.

**Direct** students to choose the best topic sentence for each paragraph. When students have selected a topic sentence for each paragraph, they should write them on the organizer handout. **Tell** students they may be able to use one of the other topic sentences as a concluding sentence for the paragraph.

Next, students will choose the best transition words and phrases for each body paragraph. **Refer** students to **SUPPLEMENT: CLUE WORDS AND TRANSITIONS**. **Think aloud** as you choose the best transition words or phrases for several of the details related to your example topic.

**Allow time** for students to select and write their words and phrases next to the corresponding details on the organizer handout. As students work, **walk around** and 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)**:

- |   |   |
|---|---|
| ▶ Why did you order the details this way? | ▶ How do the transitions highlight the point of your paragraph? |
|---|---|

### PART 3: WRITING THE BODY PARAGRAPHS

**Demonstrate** how to include source attributions by writing out details from your example topic. (Students will combine the use of transitions and source attributions in their writing products.) Each sentence will include a transition and an attribution or parenthetical, such as the following:

- ▶ The most important element for the success of democracy in America is the participation by citizens, according to [source].
- ▶ The most important element for the success of democracy in America is the participation by citizens ([source]).

**Direct** students to get out their completed [RESEARCH NOTES](#), [ESSAY ORGANIZER](#), and [CREATING A TOPIC SENTENCE](#) handouts. **Instruct** students to use these notes to compose the body paragraphs. Remind them to include at least one follow-up sentence for each detail in the paragraph.

If students use a word processing program to write their paragraphs, **direct** them to save their paragraphs when they are done writing. Explain that they will add the introduction and conclusion in another lesson.

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

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## CREATING A TOPIC SENTENCE

### STUDENT HANDOUT

Lesson 3

#### Body Paragraph 1

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Topic	+	Main Idea
=		

General Topic Sentence
------------------------

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Topic	+	Main Idea	+	Key Details
=				

Specific Topic Sentence
-------------------------

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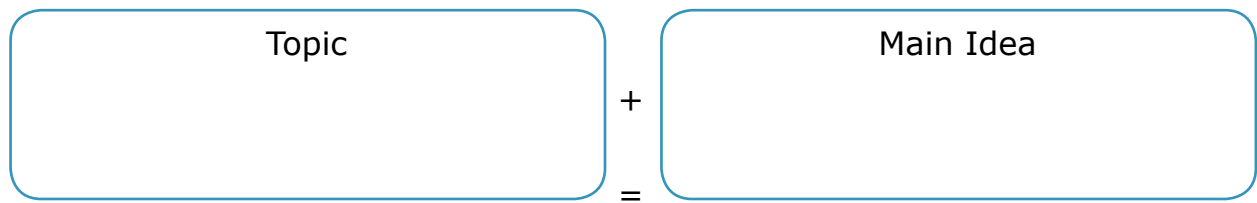
Topic	+	Main Idea	+	Clue Word
=				

Clueing Topic Sentence
------------------------

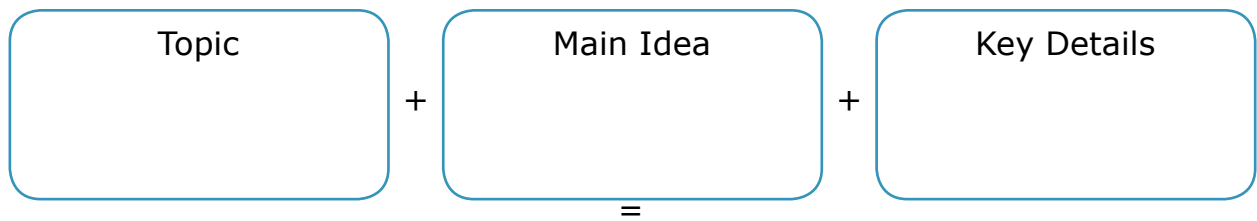
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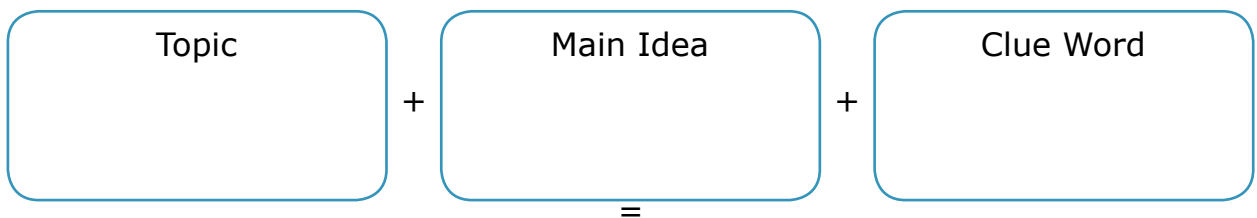
## Body Paragraph 2



General Topic Sentence



Specific Topic Sentence



Clueing Topic Sentence

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### TOPIC SENTENCES

- ▶ are usually the first sentence in a body paragraph
  - ▶ introduce the main idea of the paragraph
  - ▶ sometimes introduce details
- 
- 

### Three Types of Topic Sentences

- ▶ General – states the main idea
    - ▷ Ex: Democracy is the foundation of American society.
  - ▶ Specific – states the main idea and lists the details for the paragraph
    - ▷ Ex: Democracy includes voting, common laws, and citizen participation.
  - ▶ Clueing – states the main idea and provides a clue about the details in the paragraph
    - ▷ Ex: There are three elements that make democracy work in America.
- 
- 

### DETAIL SENTENCES

- ▶ discuss one detail
- ▶ sometimes show the relationship between a detail and the rest of the paragraph
- ▶ contain related information
- ▶ include a transition when introducing a new detail
- ▶ use the same tense and point of view as the other sentences

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## Two Types of Detail Sentences

- ▶ Lead-Off – introduces a new key detail and uses a transition
  - ▷ Ex: The most important element for the success of democracy in America is participation by citizens.
- ▶ Follow-Up – provides more information about the detail in the lead-off sentence (At least one follow-up sentence follows each lead-off sentence.)
  - ▷ Ex: Participation in democracy can be as simple as knowing the common laws that apply to all citizens.

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## CONCLUDING SENTENCES

- ▶ bring closure to the paragraph's main idea and key details
- ▶ lead into the next body paragraph or the conclusion paragraph
- ▶ differ from the topic sentence

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## Three Types of Concluding Sentences

- ▶ General – summarizes the paragraph's main idea and makes the reader think more about the topic
  - ▷ Ex: America's success depends on the operation of democratic government.
- ▶ Specific – names the paragraph's main idea and restates key details
  - ▷ Ex: Participation, voting, and common laws contribute to democracy and the success of the country.
- ▶ Clueing – names the paragraph's main idea and connects details with a clue word
  - ▷ Ex: The three elements of democracy are essential to America's success.

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## CLUE WORDS AND TRANSITIONS

### SUPPLEMENT

#### Lesson 3

### Clue Words for Topic Sentences and Concluding Sentences

a number of number (for example, two) assortment many reasons several variety various ways	classes divisions elements groups jobs kinds members parts roles types	categories characteristics examples features functions pieces products uses sources stages	steps advantages causes different differences disadvantages effects similarities
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## Informative Writing Transitions

Comparison	Difference	Emphasis	Addition	Clarification	Importance
In the same way, Likewise, While Similarly, Like Also, To the contrary, In contrast, In spite of Similar to ___ is ___	On the other hand, On the one hand, Otherwise, But Although Even though However, Still, Yet, A dissimilar ___ is ___ The opposite of ___ is ___	Again, To repeat Truly, Especially To emphasize For this reason, In other words, In fact, Also,	Also, For instance, Besides, For example, as well Along with In addition, Next, Another A further Further, Furthermore,	Again, Besides, Moreover, One example of For instance, Another example First/Second/Third, Specifically, More specifically, In particular,	The best The next best The most important Equally important The next important The least important The first More important than Most important, The worst

Adapted from *The Paragraph Writing Strategy* by Karen D. Lyster & Jean B. Schumaker.

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# WRITING AN INTRODUCTION AND CONCLUSION

## INSTRUCTIONAL ACTIVITY

5.W.2.B.g, Lesson 4

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### LEARNING GOAL

In this lesson, students create an introductory paragraph and a concluding paragraph to complete their writing product.

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### STANDARDS

**5.W.2.B.g** Write informative/ explanatory texts that use text structures when useful.

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### PREPARATION

Before the lesson, gather enough short informational texts for every three students to have a different text. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

Also, prepare a general sentence, a clueing sentence, and a specific sentence for your example topic.

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### MATERIALS & HANDOUTS

- ▶ informational texts
- ▶ white board or chart paper
- ▶ [SUPPLEMENT: ALL ABOUT SENTENCES](#)
- ▶ [STUDENT HANDOUT: CREATING THESIS AND CONCLUDING SENTENCES](#)
- ▶ completed [STUDENT HANDOUT: ESSAY ORGANIZER](#)
- ▶ [SUPPLEMENT: TRIANGLE MODEL](#)
- ▶ word-processing software (optional)

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## IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can create an introduction and conclusion that clearly communicate the topic and focus of my writing piece.”

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### PART 1: ANALYZING INTRODUCTORY AND CONCLUDING TECHNIQUES

**Group** students in trios and **provide** each group with a short informational text. **Direct** groups to label the components of the introduction and conclusion, including the topic, the main idea, and if applicable the key details and clue words, and to discuss why the introduction and conclusion work well or don’t work well. Groups should prepare an explanation of why the introduction and conclusion are effective and choose a representative to present the explanation to the class. As students discuss, **circulate** and ask leading questions as needed.

As groups present, **record** key terms related to effective introductions and conclusions on the board or chart paper.

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### PART 2: WRITING THESIS AND CONCLUSION STATEMENTS

Tell students that it is time to write their own introductions and conclusions. **Refer** students to [SUPPLEMENT: ALL ABOUT SENTENCES](#) and **provide** [STUDENT HANDOUT: CREATING THESIS AND CONCLUDING SENTENCES](#). Tell students that the thesis and concluding statements can use the same sentence types as the topic sentences.

**Demonstrate** creating thesis and concluding sentences with your example topic.

**Direct** students to work through the steps outlined on the handout to create three statements. **Instruct** students to choose one of the sentences for a thesis statement and one for a concluding statement. Students should write their statements in the corresponding boxes of the [ESSAY ORGANIZER](#).

As students work, **ask** the Checking for Understanding questions to assess student thinking.

## CHECKING FOR UNDERSTANDING

Determine if the student can **PRODUCE A THESIS STATEMENT WHEN WRITING AN INFORMATIONAL TEXT (ELA-3087)**:

- ▶ How does your thesis statement give the reader a sense of your topic and main ideas?
- ▶ How does your thesis statement go with the information in your body paragraphs?

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

- ▶ How does your concluding sentence help your reader understand the topic?
- ▶ How does your concluding statement go with the information in your body paragraphs?

## PART 3: WRITING THE INTRODUCTION AND CONCLUSION

**Present** **SUPPLEMENT: TRIANGLE MODEL**. Describe the inverted triangle model for introductions, which starts broadly with an attention-grabbing lead, provides background information, and then ends with the thesis statement. Describe the upright triangle model for conclusions, which restates the thesis statement, reviews key details, and then ends with an anecdote or advice for the reader.

**Direct** students to retrieve their body paragraphs and to compose an introduction and a conclusion for their informational writing piece. Encourage students to use the pyramid models and to remember the effective techniques in the example informational texts.

**Circulate** and revisit the Checking for Understanding questions used throughout the unit to guide students toward a final product that fully addresses the standards.

Consider providing additional time for editing and revising the writing piece.

For a discussion of the research that supports this instructional model, see the **TEACHER NOTES** for this lesson set.



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# CREATING THESIS AND CONCLUDING SENTENCES

## STUDENT HANDOUT

Lesson 4

Topic	+	Main Idea
=		
General Sentence		

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Topic	+	Main Idea	+	Key Details
=				
Specific Sentence				

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Topic	+	Main Idea	+	Clue Word
=				
Clueing Sentence				

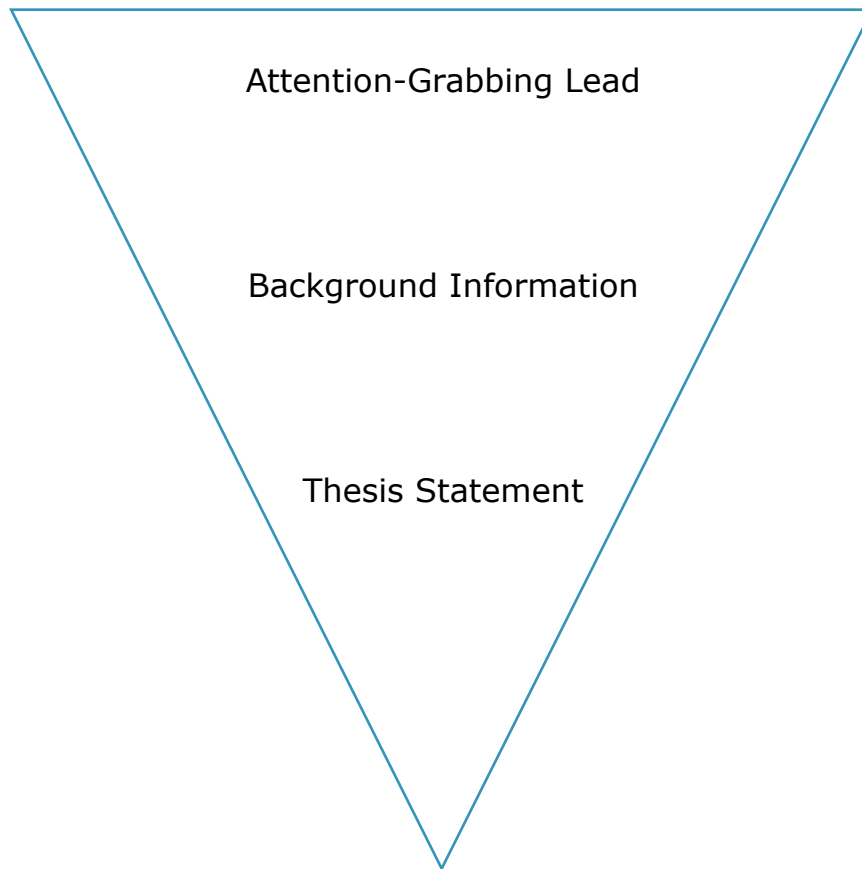
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## TRIANGLE MODEL

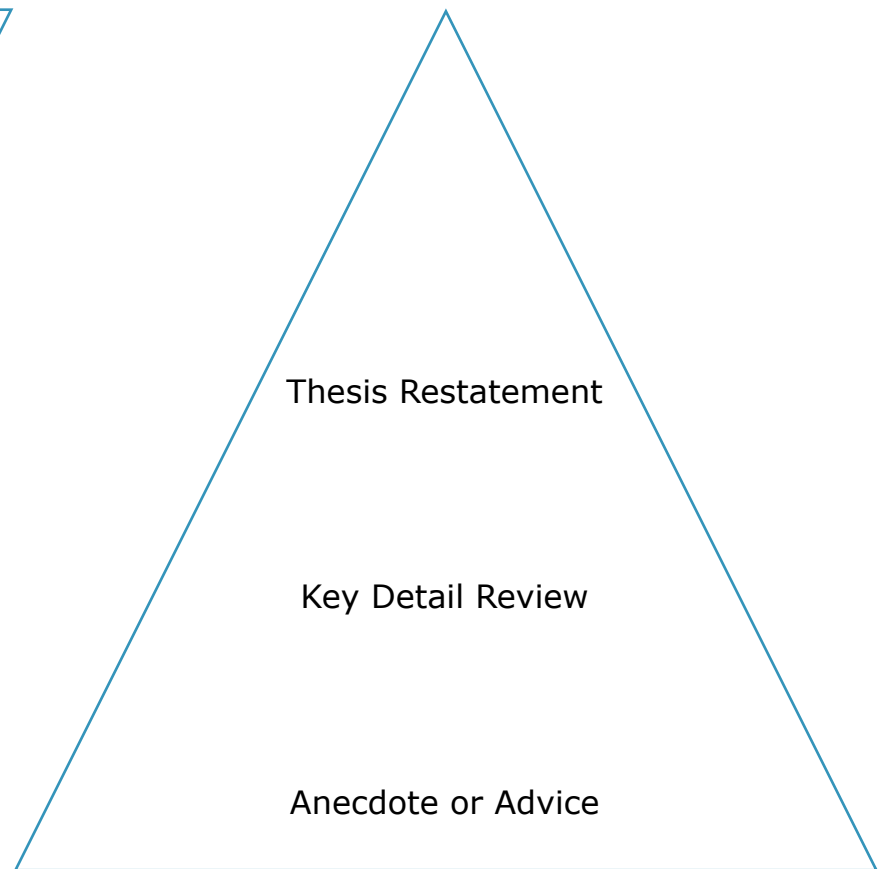
### SUPPLEMENT

W.5.2, Lesson 4

#### **Introduction**



#### **Conclusion**



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## WRITING AN INFORMATIONAL TEXT

### STUDENT FEEDBACK GUIDE

**Directions:** For each learning goal, circle the sentences that best describe what you can do.

Learning Goal	Level 1	Level 2	Level 3
<b>I can develop an informational topic through planning.</b>	I can explore a topic by gathering details about what I know and want to know.	I can research a topic to identify two main ideas.	I can explain the connections between main ideas and details related to a topic.
<b>I can develop main ideas and details for an informational text.</b>	I can form a research question for a main idea.	I can choose the strongest main ideas based on the details I collect.	I can outline the topic, main ideas, and details that I will write about.
<b>I can use transition words to connect ideas.</b>	I can arrange my main ideas and details in a clear order.	I can identify transition words used to connect ideas in other texts.	I can use transition words to connect ideas in my text.
<b>I can write an introduction for an informational text.</b>	I can write a thesis statement.	I can write an introduction paragraph with a thesis statement and background information.	I can write an attention-grabbing introduction paragraph with a thesis statement and background information.

<p><b>I can write a conclusion for an informational text.</b></p>	<p>I can write a concluding statement.</p>	<p>I can write a concluding statement that restates the thesis.</p>	<p>I can write a conclusion paragraph that restates the thesis and summarizes the main ideas in the text.</p>
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