

WRITING AN INFORMATIONAL BOOKLET

PART 2: GATHERING FACTS

**W.3.2 Write informative/explanatory texts to
examine a topic and convey ideas and
information clearly.**

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

WRITING AN INFORMATIONAL BOOKLET:

GATHERING FACTS

TEACHER NOTES

W.3.2 Part 2, Lessons 1–2

UNIT OVERVIEW

This writing unit is divided into three subunits, or parts, to address each component of the W.3.2 standard. Each part includes a scaffolded lesson sequence that addresses steps of the writing process, including planning, researching, and drafting. 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.

Part 2 addresses two nodes from W.5.2:

- ELA-1258: Identify words, facts, information related to an informational writing topic
- ELA-2821: Paraphrase information from resources related to the specific topic

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, Kihara, & Harris, 2012). Duke et al. (2006) defines authenticity as:

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 2

Lesson 1: 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 sticky notes. Then students work with a partner to group their facts according to their characteristics.

Lesson 2: In this lesson, students learn how to avoid plagiarism by putting facts and details into their own words by using a visualization strategy.

Research Findings	Lesson Strategies, Approaches, or Activities
“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, Kiuahara, & 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.
“Teaching students to paraphrase is central in reading comprehension and encourages students to monitor their own understanding.” (Kletzien, 2009)	In Lesson 2, students use visualization to help paraphrase facts and details in their own words.

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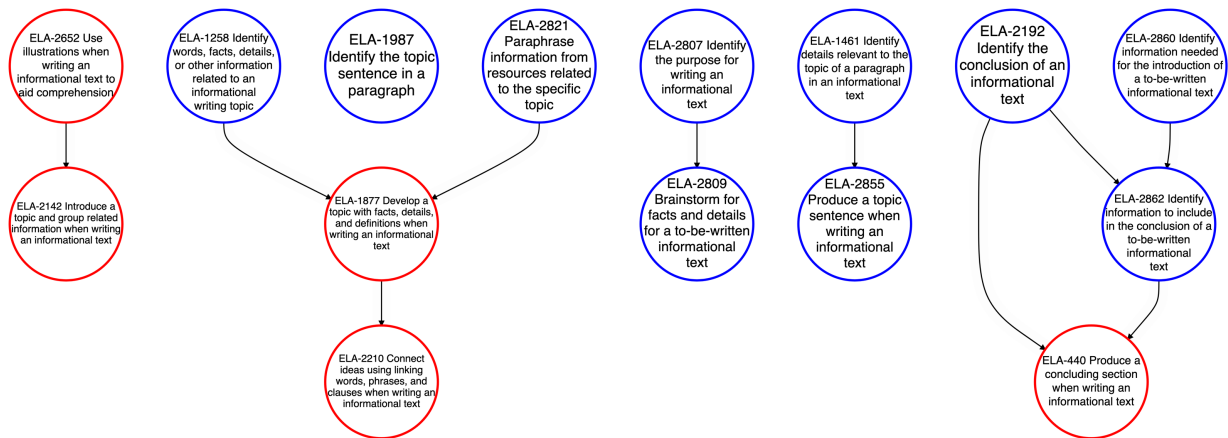
WRITING AN INFORMATIONAL BOOKLET: GATHERING FACTS LEARNING MAP TOOL

W.3.2 Part 2

STANDARD

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions, and details.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- Provide a concluding statement or section.



**Learning map model for W.3.2 (Parts 1–3)*

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 relate to a specific topic when preparing to write an informational text.
ELA-1461	IDENTIFY DETAILS RELEVANT TO THE TOPIC OF A PARAGRAPH IN AN INFORMATIONAL TEXT	Identify the details that are related in some way to the topic of a paragraph in an informational text based on their similarities.
ELA-2142	INTRODUCE A TOPIC AND GROUP RELATED INFORMATION WHEN WRITING AN INFORMATIONAL TEXT	Produce a written informational text by introducing the topic and grouping related facts, details, ideas, and concepts together based on content.
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-1987	IDENTIFY THE TOPIC SENTENCE IN A PARAGRAPH	Identify the topic sentence in a paragraph when it is not explicitly stated.
ELA-2192	IDENTIFY THE CONCLUSION OF AN INFORMATIONAL TEXT	Identify the conclusion 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., <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-2652	USE ILLUSTRATIONS WHEN WRITING AN INFORMATIONAL TEXT TO AID COMPREHENSION	Include illustrations when writing an informational text that will enhance reader understanding of the topic.
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-2809	BRAINSTORM FOR FACTS AND DETAILS FOR A TO-BE-WRITTEN INFORMATIONAL TEXT	Conduct brainstorming independently or with peers to develop potential facts and details that can be used to support the topic and purpose for a to-be-written informational text.
ELA-2821	PARAPHRASE INFORMATION FROM RESOURCES RELATED TO THE SPECIFIC TOPIC	Paraphrase critical information related to a specific topic for a to-be-written 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-2862	IDENTIFY INFORMATION TO INCLUDE IN THE CONCLUSION OF A TO-BE-WRITTEN INFORMATIONAL TEXT	Identify what information, such as the main idea and the most important key details, should be included in the conclusion of an informational text.

GATHERING AND GROUPING FACTS

INSTRUCTIONAL ACTIVITY

W.3.2 Part 2, Lesson 1

LEARNING GOAL

In this lesson, students gather facts and details based on questions related to their writing topics.

STANDARD

- W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - Develop the topic with facts, definitions, and details.
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PREPARATION

Before the lesson, decide how students will research their topics. Provide or have students choose a variety of print and digital resources, such as books, periodicals, or student-friendly websites, from which they can gather facts and details needed to write their informational booklets. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use. Decide on a minimum number of facts required for students to locate. Additionally, prepare to display the handouts throughout the modeling process.

MATERIALS & HANDOUTS

- ▶ completed [STUDENT HANDOUT: BRAINSTORM](#) from the W.3.2 Part 1 Lesson 3 activity for student use and display
- ▶ resources for student research
- ▶ sticky notes or notecards (8 to 10 per student)

IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can gather facts and details about my topic.”

Review the definitions of *topic*, *facts*, and *details*. Remind students that they will gather facts and details to learn more about their own topic so they can write interesting paragraphs like the ones in the model booklet.

Redistribute the completed [STUDENT HANDOUT: BRAINSTORM](#) and **display** your example to use as a reference. Ask students to think about how they might use the brainstorming activity to help guide their research. **Explain** how the questions they recorded in the *I wonder* section can be helpful. For example, if you wonder how fast cheetahs can run, then you can look for the answer as you read. This would be an opportunity to review the importance of creating relevant questions. **Provide** students with a question that would not be appropriate for this research project, such as “What video game is the most popular?” Help students understand that their questions should be able to lead to research that will inform the reader, rather than narrative or opinion writing.

If students struggle with asking and creating questions about their topic, provide students with general categories or questions to guide their research. For example:

- ▶ Diet: What does the cheetah eat?
- ▶ Environment/habitat: Why is the African elephant endangered?
- ▶ Family life: Where did Mae Jemison grow up?
- ▶ Achievements: What is LeBron James famous for?

Model how to gather facts and details from a resource. **Read** out loud from the text and locate an interesting fact about your topic. Pause to **explain** why the fact would be good to include in a research paper. Then **show** students how to copy the fact from the resource onto a sticky note. **Demonstrate** how to use the questions from the handout to guide your thinking as you continue to share your decision-making process. **Select** a second fact, purposely selecting a fact that would not relate to the topic or be appropriate and copy it on a different sticky note. **Ask** the class to share their thoughts about whether to include it, and **guide** students to the appropriate consensus.

Distribute sticky notes and resources. If the class shares resources, **encourage** students to find their own facts. A greater variety of facts collected during this activity will be more useful in the next activity.

Release students to research. **Ask** the Checking for Understanding questions, and **provide** hints about how students can move forward in the research process.

CHECKING FOR UNDERSTANDING

Determine if the student can **IDENTIFY WORDS, FACTS, DETAILS, OR OTHER INFORMATION RELATED TO AN INFORMATIONAL WRITING TOPIC (ELA-1258)**:

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> ▶ What is a fact [or detail]? ▶ How do you know this is a fact [or detail]? ▶ How is this fact [or detail] related to your topic? | <ul style="list-style-type: none"> ▶ How does this fact [or detail] answer one of the questions? ▶ Why is this fact [or detail] important to know? ▶ What makes this fact [or detail] interesting? | <ul style="list-style-type: none"> ▶ Can any of the pictures or photos help provide you with facts? How? ▶ Are there any details that you may not need to include? Which ones? Why? |
|---|---|---|

After students have collected a sufficient number of facts and details, **pair** students that have similar topics. **Tell** students to share their facts with their partner and combine their sticky notes by putting them into groups based on similarities. For example, facts about a habitat could go in one group while strange or surprising facts could go in another group. While students work, **ask** how they came up with their groupings of facts.

Have volunteers share facts they had in common or examples of facts that did not fit into a group. **Introduce** the concept of body paragraphs that will be included in their informational booklets. Each body paragraph should contain a main idea. Each group of sticky notes should be about a main idea and could be turned into a paragraph. **Explain** that there should be a logical connection between their facts and details, main ideas, and topic.

Collect all materials including the sticky notes. **Provide** additional research time as needed to ensure that each student has facts and details to use in the next lesson.

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

PARAPHRASING FACTS AND DETAILS

INSTRUCTIONAL ACTIVITY

W.3.2 Part 2, Lesson 2

LEARNING GOAL

In this lesson, students produce a visual understanding of facts and details related to their research topic and paraphrase them in their own words.

STANDARD

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, and details.
-

PREPARATION

Before the lesson, think about the reading levels and interests of your students and consider how to make paraphrasing interesting. Select engaging texts, examples, and activities to supplement the lesson. Additionally, decide how many facts you would like students to paraphrase, and make adjustments or additional copies of the [STUDENT HANDOUT: MY FACTS AND DETAILS](#).

MATERIALS & HANDOUTS

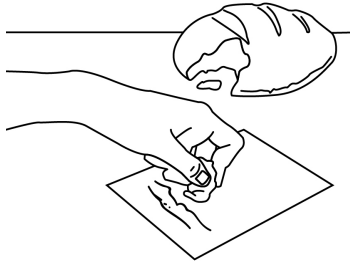
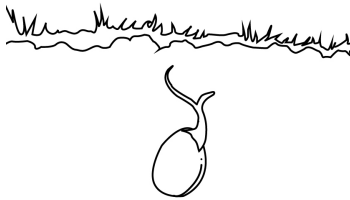

- ▶ sticky notes or notecards with facts from Lesson 1
 - ▶ [STUDENT HANDOUT: MY FACTS AND DETAILS](#) for student use and display
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IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can put facts into my own words.”

Use student-friendly examples to explain the term *plagiarism*: copying someone else's words or ideas and passing them off as your own is plagiarism. To avoid plagiarism, students need to paraphrase the information they have collected by rewriting it in their own words. **Display** a definition for the term *paraphrase* for students to use as a reference. **Inform** students that learning to paraphrase is also a good strategy to help them remember what they read.

Show students how to paraphrase. **Display** [STUDENT HANDOUT: MY FACTS AND DETAILS](#). **Record** a sentence copied from an example text in the first column. **Reread** the sentence out loud, look away from the handout, and pause to show that you are thinking about what the sentence means to you. **Describe** what the sentence makes you visualize, and **draw** a quick sketch in the second column. Then **explain** how to put the sentence into your own words in the third column. The table shows three examples.

From the Text	What I See	My Own Words
Before erasers were invented, people removed pencil marks with squished up old bread!		Old bread was once used to erase mistakes!
Once a seed is beneath the soil, a new plant can begin to grow.		New plants can grow from seeds that are covered with soil.
When the Mayflower arrived on the Massachusetts coast in 1620, the settlers did not have skills in hunting, farming, or building.		The settlers were not prepared to build a colony when they landed in Massachusetts in 1620.

As you model, **ask** the students if your new sentence still has the same meaning as the original text. **Engage** students by having them “discover” new ways to help paraphrase the example sentences. **Encourage** students to replace words with synonyms, change the order of the words, or close their eyes and think about what the sentence makes them visualize. **Provide** a non-example by rewriting a sentence and leaving out a key detail. **Prompt** students to locate the critical information that you left out, and help them reword the sentence to include the information. **Restate** the sentence in a different way and give students an opportunity to respond.

Address paraphrasing of short paragraphs with additional exercises as you see fit. Consider providing short, interesting scenarios for students to “text message” verbally or through writing. For example, student A communicates the original version to student B. Student B paraphrases the information by “texting” it in his own words. Student C provides feedback about the accuracy of the “text.” In this way, students can practice paraphrasing by being conversational and reflective.

Distribute [STUDENT HANDOUT: MY FACTS AND DETAILS](#) and the sticky notes containing facts from Lesson 1. **Instruct** students to select a specific number (no more than four) of related sticky notes with facts that all relate to one main idea. Ideally, these will all be sticky notes that they previously put in a group. **Explain** the three-step process you used during the modeling activity for paraphrasing. **Tell** students to record their original (copied) facts in the first column. Then tell students to look away from the handout to think about what they understand about the fact and then to draw a picture in the second column of what it means to them. Last, tell students to paraphrase the facts in their own words in the third column.

As students work, circulate and check for understanding.

CHECKING FOR UNDERSTANDING		
Determine if the student can PARAPHRASE INFORMATION FROM RESOURCES RELATED TO THE SPECIFIC TOPIC (ELA-2821) :		
<ul style="list-style-type: none"> ▶ What does this original sentence mean to you? ▶ What does this original sentence make you visualize? 	<ul style="list-style-type: none"> ▶ How can you say this in another way? ▶ Does your new sentence make sense? 	<ul style="list-style-type: none"> ▶ Does your new sentence still mean the same as the original?

Instruct students to paraphrase additional facts and details as you see fit.

Collect materials and review completed [STUDENT HANDOUT: MY FACTS AND DETAILS](#). Provide students with personal feedback about their progress with paraphrasing.

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

MY FACTS AND DETAILS

STUDENT HANDOUT

Lesson 2

From the Text	What I See	My Own Words

From the Text	What I See	My Own Words

WRITING AN INFORMATIONAL BOOKLET: GATHERING FACTS

STUDENT FEEDBACK GUIDE

W.3.2 Part 2

Directions: For each learning goal, circle the sentence that best matches what you can do.

Learning Goal	Level 1	Level 2	Level 3
Gather and group facts for informational booklet topic	I can define <i>facts</i> .	I can locate facts related to my topic.	I can locate facts about my topic and put them into groups.
Paraphrase information from resources	I can define <i>paraphrase</i> .	I can visualize a fact in my mind.	I can paraphrase facts in my own words.