

# WRITING AN INFORMATIONAL BOOKLET

**3.W.2.B.f Write informative/ explanatory  
texts that create a concluding statement or  
paragraph.**

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

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An activity that gives students an opportunity to independently practice the skills from the lessons, intended to be completed following the lesson set.

### STUDENT ACTIVITY STUDENT FEEDBACK GUIDE

A student feedback tool to use with the independent Student Activity.

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# WRITING AN INFORMATIONAL BOOKLET

## TEACHER NOTES

3.W.2.B.f

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### 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.

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### 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.

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## 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.

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## 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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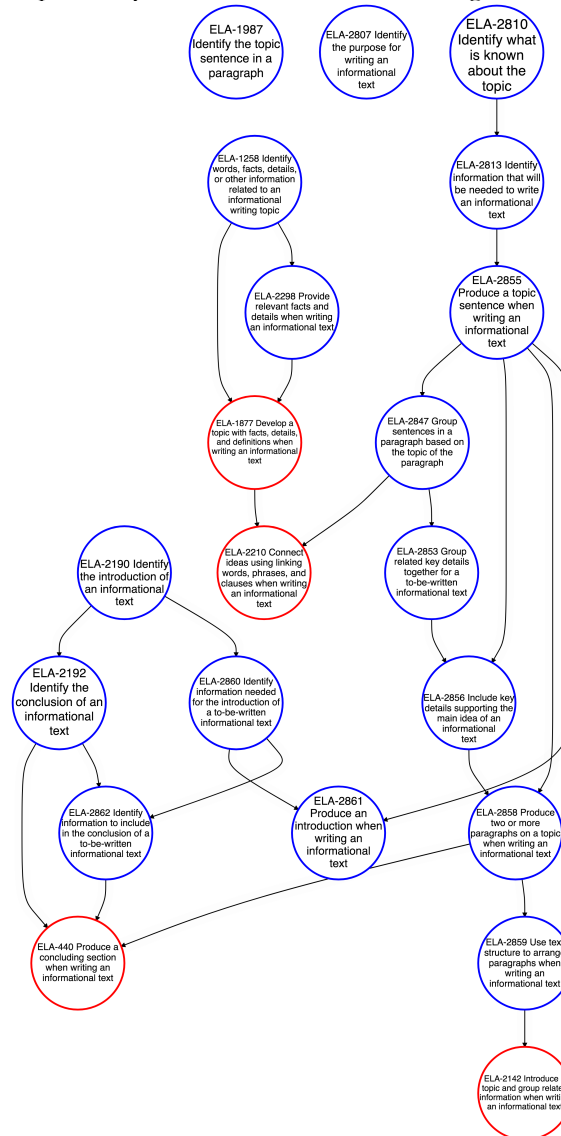
# WRITING AN INFORMATIONAL BOOKLET

## LEARNING MAP TOOL

3.W.2.B.f

### STANDARD

**3.W.2.B.f** Write informative/ explanatory texts that create a concluding statement or paragraph.



*\*Learning map model for 3.W.2.B.f*

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-1987	IDENTIFY THE TOPIC SENTENCE IN A PARAGRAPH	Identify the topic sentence in a paragraph when it is not explicitly stated.
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-2190	IDENTIFY THE INTRODUCTION OF AN INFORMATIONAL TEXT	Identify the introduction of an informational text based on its characteristics.
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., 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-2853	GROUP RELATED KEY DETAILS TOGETHER FOR A TO-BE-WRITTEN INFORMATIONAL TEXT	Sort related key details into groups according to their characteristics and relationships prior to 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.

<b>ELA-2859</b>	<b>USE TEXT STRUCTURE TO ARRANGE PARAGRAPHS WHEN WRITING AN INFORMATIONAL TEXT</b>	Arrange the paragraphs in an informational text in a specific order based on their relationships and the chosen text structure (e.g., procedural, compare and contrast, cause and effect, problem and solution).
<b>ELA-2860</b>	<b>IDENTIFY INFORMATION NEEDED FOR THE INTRODUCTION OF A TO-BE-WRITTEN INFORMATIONAL TEXT</b>	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.
<b>ELA-2861</b>	<b>PRODUCE AN INTRODUCTION WHEN WRITING AN INFORMATIONAL TEXT</b>	Produce an introduction to an informational text by stating the topic, the main idea, and the purpose for writing the text.
<b>ELA-2862</b>	<b>IDENTIFY INFORMATION TO INCLUDE IN THE CONCLUSION OF A TO-BE-WRITTEN INFORMATIONAL TEXT</b>	Identify what information, such as the main idea and the most important key details, should be included in the conclusion of an informational text.

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# WRITING A CONCLUSION

## INSTRUCTIONAL ACTIVITY

3.W.2.B.f, Lesson 6

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### LEARNING GOAL

In this lesson, students write a conclusion paragraph for their informational booklets.

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### STANDARD

**3.W.2.B.f** Write informative/ explanatory texts that create a concluding statement or paragraph.

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### PREPARATION

Before this lesson, review the conclusion of your chosen model text and the handout so you know how the parts of the conclusion are organized in the handout. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

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### MATERIALS & HANDOUTS

- ▶ completed [STUDENT HANDOUT: MY INFORMATIONAL BOOKLET MODEL](#)
- ▶ completed [STUDENT HANDOUT: MY BODY PARAGRAPH](#) from Lesson 4
- ▶ [STUDENT HANDOUT: MY CONCLUSION PARAGRAPH](#)

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### IMPLEMENTATION

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



**Tell** students that effective conclusions remind the reader about memorable facts and details from the body of the informational text. **Pair** students and **provide** them with the [STUDENT HANDOUT: MY CONCLUSION PARAGRAPH](#). **Explain** that students' conclusion paragraphs need to have five sentences:

- ▶ a topic sentence
- ▶ a transition sentence that connects the following facts and details together
- ▶ two sentences about the significant facts and details
- ▶ a concluding sentence

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

**Discuss** the correct answers as a class and explain that students' conclusions will have the same parts as the model text's conclusion. Then, **pass back** [STUDENT HANDOUT: MY BODY PARAGRAPH](#) and **direct** students to complete the second page of the conclusion handout with their own facts and details.

CHECKING FOR UNDERSTANDING		
<p>Determine if the student can <b>IDENTIFY THE CONCLUSION OF AN INFORMATIONAL TEXT (ELA-2192)</b>:</p> <ul style="list-style-type: none"><li>▶ Where does the conclusion to an informational text go?</li><li>▶ Where is the conclusion of the model text?</li></ul>	<p>Determine if the student can <b>IDENTIFY INFORMATION TO INCLUDE IN THE CONCLUSION OF A TO-BE-WRITTEN INFORMATIONAL TEXT (ELA-2862)</b>:</p> <ul style="list-style-type: none"><li>▶ What information should a conclusion paragraph of an informational text include?</li><li>▶ What is the purpose of the conclusion paragraph of an informational text?</li><li>▶ Why is it important for the conclusion to include information from the body paragraphs?</li></ul>	<p>Determine if the student can <b>PRODUCE A CONCLUDING SECTION WHEN WRITING AN INFORMATIONAL TEXT (ELA-440)</b>:</p> <ul style="list-style-type: none"><li>▶ How does your conclusion relate to the topic of your informational booklet?</li><li>▶ Why is it important to write a conclusion to an informational text?</li></ul>

To close the lesson, **collect** the [STUDENT HANDOUT: MY CONCLUSION PARAGRAPH](#) and provide time for 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!

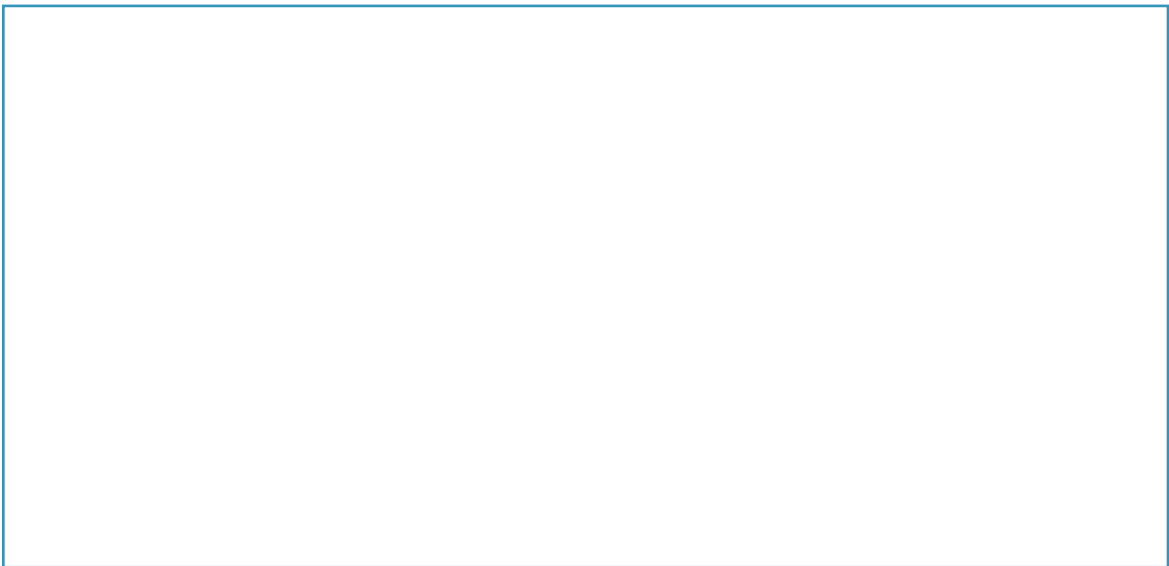
### Bibliography:

Nadworny, Elissa, Cole, Adam, & Kellman, Ryan. "Trace the remarkable history of the humble pencil." *NPR*. NPR, 11 Oct. 2016. Web. 24 Oct. 2016.


My  
INFORMATIONAL  
BOOKLET  
BY

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# Introduction

A large, empty rectangular box with a thin blue border, intended for a title or subtitle.A large, empty rectangular box with a thin blue border, intended for a brief description or objective.A large, empty rectangular box with a thin blue border, intended for a detailed description or background information.A large, empty rectangular box with a thin blue border, intended for a detailed description or background information.

## Body Paragraph



## Conclusion

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## MY CONCLUSION PARAGRAPH

### STUDENT HANDOUT

3.W.2.B.f, Lesson 6

Heading	Conclusion
Topic sentence	
Transition sentence	This sentence connects the key facts and details.
Key fact or detail	This sentence features a key fact or detail from the body paragraph.
Key fact or detail	This sentence features a key fact or detail from the body paragraph.
Concluding sentence	

## My Conclusion Paragraph

**Directions:** Complete the chart with your own information.  
Remember to use linking words.

Heading	
Topic sentence	
Transition sentence	This sentence connects the key facts and details.
Key fact or detail	This sentence features a key fact or detail from the body paragraph.
Key fact or detail	This sentence features a key fact or detail from the body paragraph.
Concluding sentence	

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## PUTTING IT ALL TOGETHER

### INSTRUCTIONAL ACTIVITY

3.W.2.B.f, Lesson 7

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#### LEARNING GOAL

In this lesson, students combine all their work from the handouts to complete their informational booklets.

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#### STANDARD

**3.W.2.B.f** Write informative/ explanatory texts that create a concluding statement or paragraph.

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#### PREPARATION

Before this lesson, decide if students should handwrite or type their booklets and plan accordingly. Also decide whether students will draw illustrations or find photos from outside resources, such as magazines or the Internet. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

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#### MATERIALS & HANDOUTS

- ▶ completed [STUDENT HANDOUT: MY INFORMATIONAL BOOKLET MODEL](#)
  - ▶ completed [STUDENT HANDOUT: MY INTRODUCTION PARAGRAPH](#)
  - ▶ completed [STUDENT HANDOUT: MY BODY PARAGRAPH](#)
  - ▶ completed [STUDENT HANDOUT: MY CONCLUSION PARAGRAPH](#)
  - ▶ [STUDENT HANDOUT: MY INFORMATIONAL BOOKLET](#)
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#### IMPLEMENTATION

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

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First, **review** the completed [STUDENT HANDOUT: MY INFORMATIONAL BOOKLET MODEL](#) to remind students how their final product will look. Next, **help** students gather and organize their handouts:

- ▶ completed [STUDENT HANDOUT: MY INTRODUCTION PARAGRAPH](#)
- ▶ completed [STUDENT HANDOUT: MY BODY PARAGRAPH](#)
- ▶ completed [STUDENT HANDOUT: MY CONCLUSION PARAGRAPH](#)

**Tell** students they will use these handouts to draft the paragraphs for their final booklet.

**Demonstrate** how to complete the introduction page of the [STUDENT HANDOUT: MY INFORMATIONAL BOOKLET](#) using the model. Then **provide** time for students to complete the booklet using their own information from the handouts. Also provide time for students to add a related illustration to each page of their booklet.

To close the lesson, **pick up** the [STUDENT HANDOUT: MY INFORMATIONAL BOOKLET](#) and provide time for students to organize their materials. As you review students' booklets, keep in mind that the booklet model is a guide for how students' final products should be organized based on the lessons in this unit, but final products may vary.

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

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## MY INFORMATIONAL BOOKLET

### 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 write an introduction for my informational booklet.</b>	I can write an introduction that is in the correct place in my booklet.	I can write an introduction that has an exciting lead, a focus statement, a hint at the facts and details, and a concluding sentence.	I can write an introduction that encourages interest and introduces the focus of my topic.
<b>I can gather facts and details for my own informational topic.</b>	I can find facts and details.	I can find facts and details that relate to my topic.	I can say how my facts and details are important pieces of information about my topic.

<b>I can use linking words.</b>	I can find a linking word in a text.	I can use linking words in my own writing.	I can say how my linking words improve my sentences.
<b>I can write a conclusion for my informational booklet.</b>	I can write a conclusion that is in the right place in my booklet.	I can write a conclusion that has a topic sentence, a transition sentence, two sentences about my important facts and details, and a concluding sentence.	I can write a conclusion that reminds the reader about the facts and details from my body paragraph.