

WRITING AN INFORMATIONAL BOOKLET

PART 3: PARAGRAPH PRACTICE

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

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WRITING AN INFORMATIONAL BOOKLET: PARAGRAPH PRACTICE

TEACHER NOTES

W.3.2 Part 3, Lessons 1–4

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 3 addresses seven nodes from W.5.2:

- ELA-440: Produce a concluding section when writing an informational text
- ELA-1877: Develop a topic with facts, details, and definitions when writing an informational text
- ELA-2142: Introduce a topic and group related information when writing an informational text
- ELA-2210: Connect ideas using linking words, phrases, and clauses when writing an informational text
- ELA-2855: Produce a topic sentence when writing an informational text
- ELA-2860: Identify information needed for the introduction of a to-be-written informational text
- ELA-2862: Identify information to include in the conclusion of a to-be-written informational text

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 3

Lesson 1: In this lesson, students review their research and select a main idea for a body paragraph. They paraphrase facts and details and record them in the handout. Then you share example topic sentences and closing sentences as a model for students to write their own.

Lesson 2: In this lesson, students practice identifying linking words in a model text and then add linking words to their own body paragraph.

Lesson 3: In this lesson, students explore a model text to discover the components of an exciting introduction. Then students use sensory details to help write their own introduction paragraph.

Lesson 4: In this lesson, students learn the components of a conclusion and write their own concluding section.

| 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. |
| "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 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 assignments into smaller manageable chunks is an important writing strategy for students to learn. |
| "Struggling writers have to repeatedly practice the elements learned before they can independently apply them in their own writing." (Santangelo & Olinghouse, 2009) | The lessons provide focused formative assessment questioning techniques so that teachers can pinpoint what a student has mastered. This writing unit is intended to be one of many informational writing experiences, and suggestions have been made for how to assist struggling learners. |

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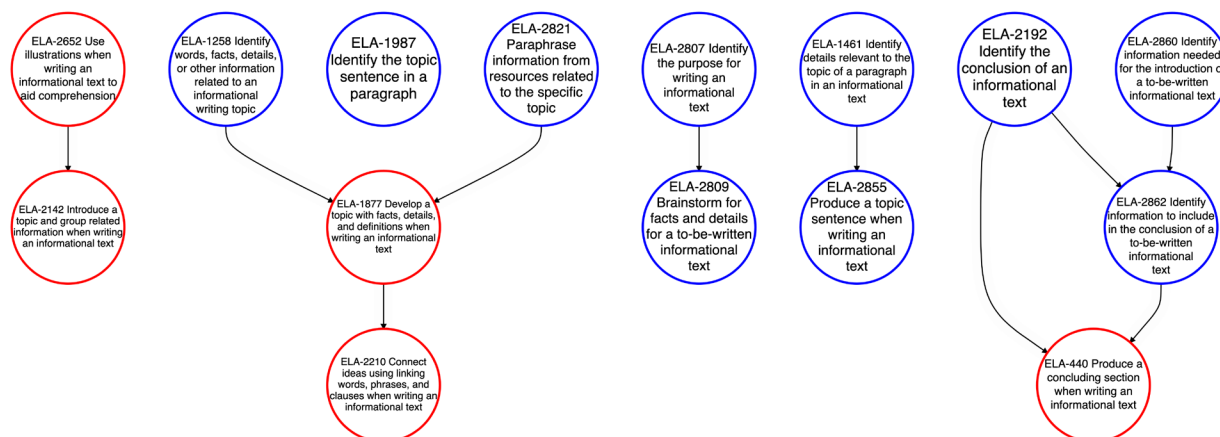
WRITING AN INFORMATIONAL BOOKLET: PARAGRAPH PRACTICE LEARNING MAP TOOL

W.3.2 Part 3

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. |

WRITING A BODY PARAGRAPH

INSTRUCTIONAL ACTIVITY

W.3.2 Part 3, Lesson 1

LEARNING GOAL

In this lesson, students write a body paragraph that includes a topic sentence, supporting facts, and a concluding sentence.

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.
 - c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
 - d. Provide a concluding statement or section.
-

PREPARATION

Before the lesson, locate the completed student copies of **STUDENT HANDOUT: MY INFORMATIONAL BOOKLET MODEL** color-coded in W.3.2 Part 1—or another familiar text—for modeling purposes. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use from any other source. Additionally, prepare a few good examples of topic sentences and concluding sentences from the selected text, or use the examples provided.

MATERIALS & HANDOUTS

- ▶ completed **STUDENT HANDOUT: MY INFORMATIONAL BOOKLET MODEL** from W.3.2 Part 1
- ▶ completed **STUDENT HANDOUT: MY FACTS AND DETAILS** from W.3.2 Part 2
- ▶ sticky notes or notecards with facts from W.3.2 Part 2
- ▶ **STUDENT HANDOUT: MY BODY PARAGRAPH**

IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can write a paragraph that has a topic sentence, supporting facts, and a concluding sentence.”

Distribute the completed [STUDENT HANDOUT: MY INFORMATIONAL BOOKLET MODEL](#) from W.3.2 Part 1 or another familiar text of your choice. **Review** the structural parts of the text, including the title, introduction, body paragraph, and conclusion. Encourage students to explain how the organization of the parts helps the reader understand the text. **Ask**, “Are you able to follow along with this text? Why? What clues did the writer provide to help us understand what we are reading?”

Before students write their facts and details into paragraph form, they need to select the main idea for their body paragraph. If students are completing more than one body paragraph, then they will need to select one main idea for each paragraph. Before releasing students to select the main idea(s), explicitly **review** the components of the body paragraph by referring to the color-coded sentences of the completed [STUDENT HANDOUT: MY INFORMATIONAL BOOKLET MODEL](#) from W.3.2 Part 1.

Alternatively, display a body paragraph of your choice. **Read** the paragraph and have students identify the parts. For example, **ask**, “Where is the topic sentence in this body paragraph? What makes this the topic sentence? Where is a fact? How do you know this is the concluding sentence?”

After review, **give** students time to identify the main idea of the body paragraph and explain their thinking to a partner. If students struggle with main idea, practice with additional paragraphs or exercises before moving forward. (See [ELA-999: IDENTIFY THE MAIN IDEA OF A PARAGRAPH IN AN INFORMATIONAL TEXT.](#))

Direct students to take out their completed [STUDENT HANDOUT: MY FACTS AND DETAILS](#) from W.3.2 Part 2 and sticky notes with facts. **Tell** students to review their research and choose a main idea for their own body paragraph(s). Allow students that share topics to collaborate or regroup their sticky notes. Ensure that the selected facts relate to one main idea.

Pass out the [STUDENT HANDOUT: MY BODY PARAGRAPH](#) and **show** how to write a fact about the main idea in the body paragraph handout. Remind students to rewrite the facts in their own words just like they did in the completed [STUDENT HANDOUT: MY FACTS AND DETAILS](#) from W.3.2 Part 2.

Release students to write their facts in the outline. Tell students they will come back to the topic sentence and closing sentence later.

CHECKING FOR UNDERSTANDING

Determine if the student can **DEVELOP A TOPIC WITH FACTS, DETAILS, AND DEFINITIONS WHEN WRITING AN INFORMATIONAL TEXT (ELA-1877)**:

- | | | |
|-------------------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------|
| <p>► What facts [or details] did you decide to include?</p> | <p>► Why did you include this fact [or detail]?</p> | <p>► How does this fact [or detail] relate to your topic?</p> |
|-------------------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------|

Bring students together to look at the topic sentence and closing sentence of the model booklet. **Provide** additional examples of topic sentences and closing sentences as needed. **Explain** what makes the sentences good examples. **Show** students how to record the topic sentence in the top section of [STUDENT HANDOUT: MY BODY PARAGRAPH](#) and the closing sentence in the bottom section. Examples are shown in the table.

| Topic Sentence | Closing Sentence |
|-------------------------------------------------------------|--------------------------------------------------------------------------------|
| Early pencils were different from the pencils we use today. | Later, yellow pencils with connected erasers became the standard writing tool. |
| There are several different types of elephants. | All elephant species are smart and face dangers in the wild. |
| Leatherworkers work with cow hide for many reasons. | Cow hide proves to be a good choice for a leatherworker. |
| Bees benefit us in more than one way. | As you can see, honey isn't the only thing bees are good for. |

Release students to write their own topic and concluding sentences. As students work, circulate and check for student understanding individually.

CHECKING FOR UNDERSTANDING

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

- ▶ Where is your topic sentence?
- ▶ Does your topic sentence tell what the rest of the paragraph is about?
- ▶ Why do you need a topic sentence in a paragraph?

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

- ▶ Where is your concluding sentence?
- ▶ Why do you need a concluding sentence in a paragraph?
- ▶ Does your concluding sentence do a good job of wrapping up the paragraph? How?

Collect the [STUDENT HANDOUT: MY BODY PARAGRAPH](#) for further review 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.

MY BODY PARAGRAPH

STUDENT HANDOUT

W.3.2 Part 3, Lesson 1

Topic Sentence:

Detail/Fact #1:

Detail/Fact #2:

Detail/Fact #3:

Concluding Sentence:

ADDING LINKING WORDS

INSTRUCTIONAL ACTIVITY

W.3.2 Part 3, Lesson 2

LEARNING GOAL

In this lesson, students add linking words to connect the facts and ideas in their own paragraph.

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.
- c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

PREPARATION

Before the lesson, decide on a minimum number of linking words you want to encourage students to include in their body paragraph (or booklet). Locate or prepare a chart of linking words to leave on display.

MATERIALS & HANDOUTS

- ▶ completed [STUDENT HANDOUT: MY INFORMATIONAL BOOKLET MODEL](#) from W.3.2 Part 1
- ▶ [STUDENT HANDOUT: MY BODY PARAGRAPH](#) from Lesson 1
- ▶ colored pencils (one per student)

IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can use linking words to connect ideas in my own paragraph.”

Explain that *linking words* help connect ideas and sentences as well as make a piece of writing flow smoothly.

Display a definition of linking words for student reference, and **post** examples of linking words (e.g., *also, another, and, more, but, for example*). Consider using a student-friendly analogy such as a chain link fence or necklace. Briefly explain what a chain link fence is and how the links serve a similar function for a fence as linking words improve writing, and **sketch** a visual next to the definition.

Direct students to take out their completed [STUDENT HANDOUT: MY INFORMATIONAL BOOKLET MODEL](#). **Model** circling the linking words in the introduction paragraph. **Explain** why each linking word has an important job in the sentence. **Group** students and **instruct** them to work together to circle all the linking words in the rest of the model text. As students collaborate, ask questions to collect evidence about student thinking.

Have students rate the author on her use of linking words. **Ask**, “On a scale of 1 to 5, with 5 being the best rating, how do you think the author did with her use of linking words?” Tell students either to express their opinion out loud or to hold up the corresponding number of fingers to share their thinking.

Distribute the [STUDENT HANDOUT: MY BODY PARAGRAPH](#) from Lesson 1 and one colored pencil to each student. Tell students to read over their paragraph(s) and look for linking words and phrases. **Instruct** students to circle linking words they find with the colored pencil and if necessary, add additional linking words to make the sentences transition smoothly.

As students work, circulate and check for understanding.

| CHECKING FOR UNDERSTANDING | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Determine if the student can CONNECT IDEAS USING LINKING WORDS, PHRASES, AND CLAUSES WHEN WRITING AN INFORMATIONAL TEXT (ELA-2210) : | | |
| <ul style="list-style-type: none">▶ Where is a linking word that you circled?▶ Why did you circle this word as a linking word? | <ul style="list-style-type: none">▶ What is the purpose of a linking word?▶ Why do writers use linking words? | <ul style="list-style-type: none">▶ Would this sentence be different without this linking word? How?▶ Do the linking words help the main idea of the paragraph make sense? How? |

To conclude the lesson, **ask** for volunteers to tell the class the linking words they used in their paragraph. Collect all materials.

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

WRITING AN INTRODUCTION

INSTRUCTIONAL ACTIVITY

W.3.2 Part 3, Lesson 3

LEARNING GOAL

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

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.
-

PREPARATION

Before the lesson, collect some interesting or surprising facts about an example topic. Also, prepare a few examples of dull leads and a few examples of exciting leads that use sensory details, or use the examples provided. 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 from any other source. Additionally, review student research to ensure that students have collected interesting facts to be successful with the lesson activities. Consider locating additional facts or details for struggling students to use.

MATERIALS & HANDOUTS

- ▶ completed [STUDENT HANDOUT: MY FACTS AND DETAILS](#) or sticky notes with facts from W.3.2 Part 2
 - ▶ [STUDENT HANDOUT: EXCITING LEADS](#)
 - ▶ [STUDENT HANDOUT: MY INTRODUCTION PARAGRAPH](#)
 - ▶ whiteboard or chart paper
-

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. A *lead* is a sentence or two at the beginning of the introduction that gets the reader interested in the topic. **Share** a few example leads that you have prepared, or use the examples provided.

- ▶ Example 1 (dull): “I am going to tell you about frogs.”
- ▶ Example 2 (exciting): “Imagine an army of frogs coming at you. Did you know that a group of frogs is really called an army?”

Pair students and tell them to share which example they like best and why. **Prompt** students to discover that an exciting lead or introduction catches the reader’s attention and makes you want to keep reading.

Distribute the completed [STUDENT HANDOUT: MY FACTS AND DETAILS](#) or student sticky notes with facts from W.3.2 Part 2. Give students a few minutes to locate a funny, surprising, or exciting fact about their topic and share it with a partner.

Distribute the [STUDENT HANDOUT: EXCITING LEADS](#) and **show** students how to record the surprising or exciting fact in the first column. Then **model** your thinking out loud as you **record** sensory details about the exciting fact in the second column. **Ask** for student input and record additional suggestions in the second column.

| Funny, Surprising, and Exciting Facts About My Topic | Sensory Details I Can Imagine (Hear, Taste, Touch, Smell, See) |
|------------------------------------------------------|----------------------------------------------------------------|
| A group of frogs is called an army. | ribbit, an army marching, jumping |

Provide students time to locate and record exciting facts and sensory details about their topic on the first page of the handout. **Acknowledge** student progress and **assist** students struggling with locating interesting facts or imagining sensory details. Students need to have the facts and sensory details section completed before moving on to write leads.

Instruct students to set the handout aside. **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. **Explain** how to combine the fun fact with the sensory details to make an interesting lead.

| My Dull Lead | My Exciting Lead |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I am going to tell you 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! |

Direct students to write their own exciting leads that use sensory details in the appropriate section of [STUDENT HANDOUT: EXCITING LEADS](#). After students have finished, **ask** volunteers to share their leads. **Encourage** students to revise their exciting leads if they get new ideas.

Provide students with the [STUDENT HANDOUT: MY INTRODUCTION PARAGRAPH](#). **Explain** the sections of the introduction paragraph and direct students to independently complete the handout with their own introduction, including the exciting lead they just created. As students write, **circulate** and check for understanding.

| CHECKING FOR UNDERSTANDING | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Determine if the student can IDENTIFY INFORMATION NEEDED FOR THE INTRODUCTION OF A TO-BE-WRITTEN INFORMATIONAL TEXT (ELA-2860):</p> <ul style="list-style-type: none"> ▶ Where does the introduction to an informational text go? ▶ What information should be included in the introduction paragraph? ▶ 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? | <p>Determine if the student can INTRODUCE A TOPIC AND GROUP RELATED INFORMATION WHEN WRITING AN INFORMATIONAL TEXT (ELA-2142):</p> <ul style="list-style-type: none"> ▶ Which sentence lets the reader know what your topic is? ▶ What facts did you decide to include? ▶ Why did you include this fact? ▶ Does this paragraph sound like the beginning? Why? |

If students struggle to complete their introduction paragraph, consider locating the components together in the completed [STUDENT HANDOUT: MY INFORMATIONAL BOOKLET MODEL](#) from W.3.2 Part 1 or another text selection.

To close the lesson, **instruct** students to identify or add a linking word to their introduction. **Encourage** students to play around with their words and to try using different linking words until they find one that fits smoothly in the introduction.

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

W.3.2 Part 3, Lesson 3

Directions: First, write down interesting facts about your topic. Then, write down sensory details that you picture in your mind for each fact.

| Funny, Surprising, and Exciting Facts About My Topic | Sensory Details I Can Imagine (Hear, Taste, Touch, Smell, See) |
|------------------------------------------------------|----------------------------------------------------------------|
| | |
| | |

Directions: Next, record your own dull lead. Finally, combine your facts and sensory details to write your own exciting lead.

| My Dull Lead | My Exciting Lead |
|--------------|------------------|
| | |

MY INTRODUCTION PARAGRAPH

STUDENT HANDOUT

W.3.2 Part 3, Lesson 3

| | |
|-------------------------------------------|----------------------------------------------------------------------------------------|
| Topic Sentence (Exciting Lead) | <i>Get your reader interested in your topic.</i> |
| Focus of the Text | <i>Tell the topic of the text and hint at the facts and details later in the text.</i> |
| Concluding Sentence | <i>Close the paragraph.</i> |

WRITING A CONCLUSION

INSTRUCTIONAL ACTIVITY

W.3.2 Part 3, Lesson 4

LEARNING GOAL

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

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.
-

PREPARATION

Before the lesson, locate or prepare a few examples of informational conclusion paragraphs to share. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use from any other source.

MATERIALS & HANDOUTS

- ▶ example conclusion paragraphs
- ▶ completed [STUDENT HANDOUT: MY INFORMATIONAL BOOKLET MODEL](#) from W.3.2 Part 1 (displayed)
- ▶ [STUDENT HANDOUT: MY BODY PARAGRAPH](#) from Lesson 1
- ▶ [STUDENT HANDOUT: MY CONCLUSION PARAGRAPH](#)

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 from the body of the text. **Share** example conclusions by reading them to the students. **Pause** after each one and **ask**, “Can you tell what the topic of this text is? Does this sound like the end of the text? Why?”

Pair students and **provide** them with the completed [STUDENT HANDOUT: MY INFORMATIONAL BOOKLET MODEL](#) from W.3.2 Part 1. **Explain** that the conclusion section needs to restate the topic sentence, review the key details, and wrap it up with a closing thought. **Display** the [STUDENT HANDOUT: MY CONCLUSION PARAGRAPH](#) as you **model** how to identify the parts together from the model booklet. **Show** students how to go back to the booklet and look for the previously written topic sentence and key details. **Tell** students, “Find and point to the topic sentence from the introduction. Point to a fact.” Give students time to locate each item and allow volunteers to share their findings. **Write** the correct answers on the handout. Then set aside the informational booklet model.

Distribute the [STUDENT HANDOUT: MY CONCLUSION PARAGRAPH](#) and **remind** students that their conclusions will have the same parts as the examples. **Hand out** the completed [STUDENT HANDOUT: MY BODY PARAGRAPH](#) so students can complete the conclusion section using their own facts and details.

CHECKING FOR UNDERSTANDING

Determine if the student can [IDENTIFY INFORMATION TO INCLUDE IN THE CONCLUSION OF A TO-BE-WRITTEN INFORMATIONAL TEXT \(ELA-2862\)](#):

- ▶ What information should a conclusion paragraph include?
- ▶ What is the purpose of the conclusion?
- ▶ Why is it important for the conclusion to include information from the body paragraph?

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

- ▶ Where is the topic sentence for your conclusion?
- ▶ Where did you review the facts?
- ▶ Can a reader tell what your text is all about by reading the conclusion?
- ▶ Why is it important to write a conclusion?

Pair students and **instruct** them to read and share what they notice about their partner's conclusion.

Encourage students to add linking words to their conclusions. For students in need of enhancement, challenge them to tie in the sensory details and images from their introduction paragraph to improve their conclusion.

Collect all materials and **make plans** for students to rewrite, type, or share their informational booklets.

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

MY CONCLUSION PARAGRAPH

STUDENT HANDOUT

W.3.2 Part 3, Lesson 4

| | |
|------------------------------|-----------------------------------------------------------------|
| Topic Sentence | <i>Restate the topic sentence.</i> |
| Key Facts and Details | <i>Remind readers about a key fact from the body paragraph.</i> |
| Concluding Sentence | <i>Share a closing thought that wraps up the text.</i> |

WRITING AN INFORMATIONAL BOOKLET:

PARAGRAPH PRACTICE

STUDENT FEEDBACK GUIDE

W.3.2 Part 3

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

| Learning Goal | Level 1 | Level 2 | Level 3 |
|--------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| Develop an informational topic with facts and details | I can locate a group of facts that support a main idea from a body paragraph. | I can write a topic sentence for a paragraph. | I can write an introduction paragraph that has a topic sentence. |
| Use linking words or phrases | I can identify a few linking words. | I can add linking words to a text. | I can use several linking words to connect ideas. |
| Write a conclusion for an informational topic | I can identify the purpose of a conclusion. | I can write a conclusion section that reviews the facts about a topic. | I can write a conclusion section that restates the topic sentence, reviews the facts, and wraps up the informational text. |