KWL Chart

Student Handout

Lesson 1

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

|  |  |  |
| --- | --- | --- |
| Topic 2: | | |
| K | **W** | **L** |
| I know . . . | I want to know . . . | I learned . . . |

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:

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.

|  |  |  |
| --- | --- | --- |
| Question 1: | | |
| Detail | Source | Page |
|  |  |  |
|  |  |  |
|  |  |  |
| Terms: | | |

|  |  |  |
| --- | --- | --- |
| Question 2: | | |
| Detail | Source | Page |
|  |  |  |
|  |  |  |
|  |  |  |
| Terms: | | |

|  |  |  |
| --- | --- | --- |
| Question 3: | | |
| Detail | Source | Page |
|  |  |  |
|  |  |  |
|  |  |  |
| Terms: | | |
| Question 4: | | |
| Detail | Source | Page |
|  |  |  |
|  |  |  |
|  |  |  |
| Terms: | | |

Essay Organizer

Student Handout

Lessons 2-4

**Thesis Statement**

**Topic**

**Main**

**Idea A**

**#\_\_\_\_**

**Topic Sentence A**

**Transitions**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

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

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

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

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

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

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

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

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

**Main**

**Idea B**

**#\_\_\_\_**

**Topic Sentence B**

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

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

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

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

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

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

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

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

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

**Transitions**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Concluding Statement**

Creating a Topic Sentence

Student Handout

Lesson 3

**Body Paragraph 1**

Main Idea

Topic

+

=

General Topic Sentence

Key Details

Main Idea

Topic

ç

ç

+

+

=

Specific Topic Sentence

ç

Clue Word

Main Idea

Topic

ç

+

+

=

Clueing Topic Sentence

**Body Paragraph 2**

Main Idea

Topic

+

=

General Topic Sentence

Key Details

Main Idea

Topic

ç

ç

+

+

=

Specific Topic Sentence

ç

Clue Word

Main Idea

Topic

ç

+

+

=

Clueing Topic Sentence

All About Sentences

Supplement

Lesson 3

**TOPIC SENTENCES**

* Usually be the first sentence in a body paragraph
* Introduce the main idea of the paragraph
* sometimes introduce the 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 of the details for the paragraph
* 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 all other sentences

**Two types of detail sentences:**

* Lead-off – introduces a **new** key detail in the paragraph and uses a transition
  + Ex: The most important element for the success of democracy in America is the participation by citizens.
* Follow-up – provides **more** information about the detail in the lead-off sentence (include at least one for each lead-off)
  + Ex: Participation in democracy can be as simple as being informed about common laws that apply to all

**CONCLUDING SENTENCES**

* bring closure to the main idea and key details in a paragraph
* sometimes lead into the next body paragraph or conclusion paragraph
* be a different from the topic sentence

**Three types of concluding sentences:**

* General – summarizes the main idea and makes the reader think more about the topic
  + Ex: The success of America is dependent upon implementation of a democratic government.
* specific – names the main idea and restates key details from the paragraph
  + Ex: Participation, voting, and common laws contribute to a democracy and the success of the country.
* clueing – names the main idea and connects details using a clue word
  + Ex: The three elements of a democracy are important for America to succeed.

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 |

**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 |

Creating a Thesis and Concluding Sentence

Student Handout

Lesson 4

Main Idea

Topic

+

=

General Topic Sentence

Key Details

Main Idea

Topic

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+

+

=

Specific Topic Sentence

ç

Clue Word

Main Idea

Topic

ç

+

+

=

Clueing Topic Sentence

Triangle Model

Supplement

Lesson 4

**Introduction Conclusion**

Attention-Grabbing Lead

Background Information

Thesis Restatement

Thesis Statement

Key Detail Review

Anecdote or Advice