

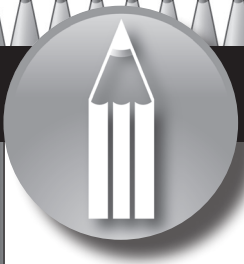


Grade 3 Informational Writing Guide

Student Pages for Print or Projection

SECTION 2: Broad Yet Distinct Main Ideas/Reasons

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**OVERLY GENERAL
“BLURBS” TO AVOID**

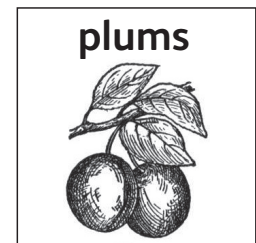
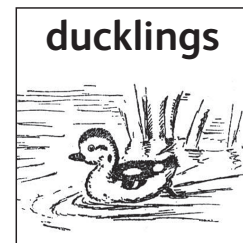
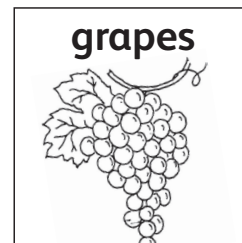
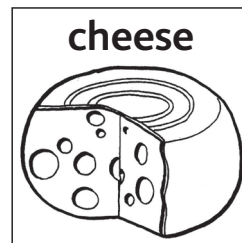
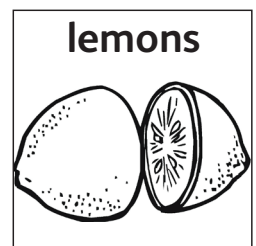
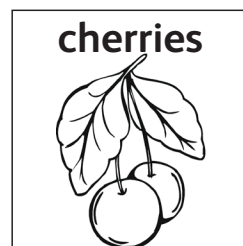
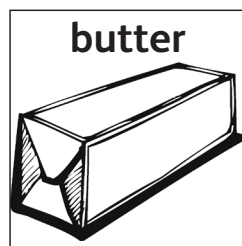
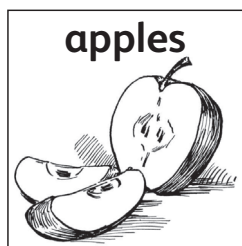
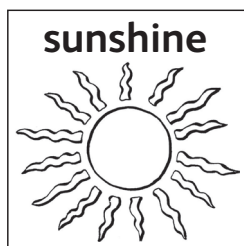
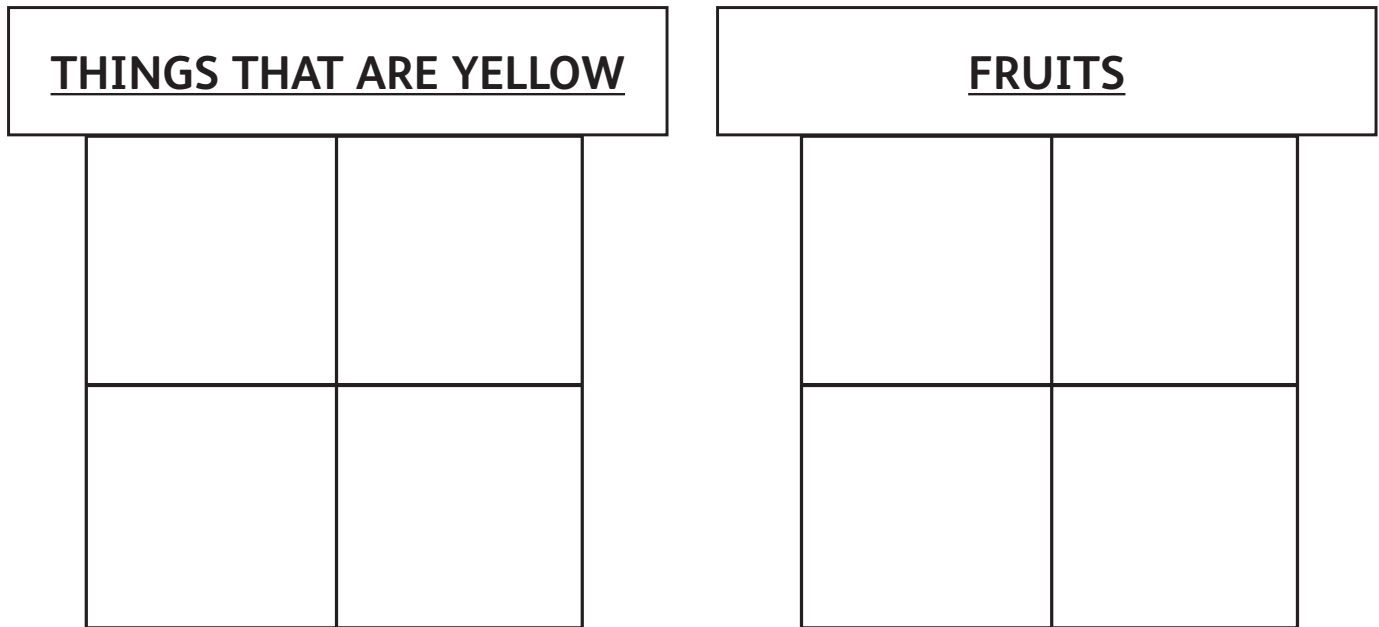




Name: _____

THINGS THAT ARE YELLOW/FRUITS

Think about these two main ideas: THINGS THAT ARE YELLOW and FRUITS. The author wants to make a list of details about each main idea. Each detail is on a little card. Cut out the cards and sort each by gluing it under the main idea where it belongs. Be careful to read through all of the details before you start gluing. Some cards might belong in either main idea category! When that happens, put that card aside.



Look at the details again. List each detail where it belongs on the Venn diagram below. Which details belong in the middle section? See how they overlap!

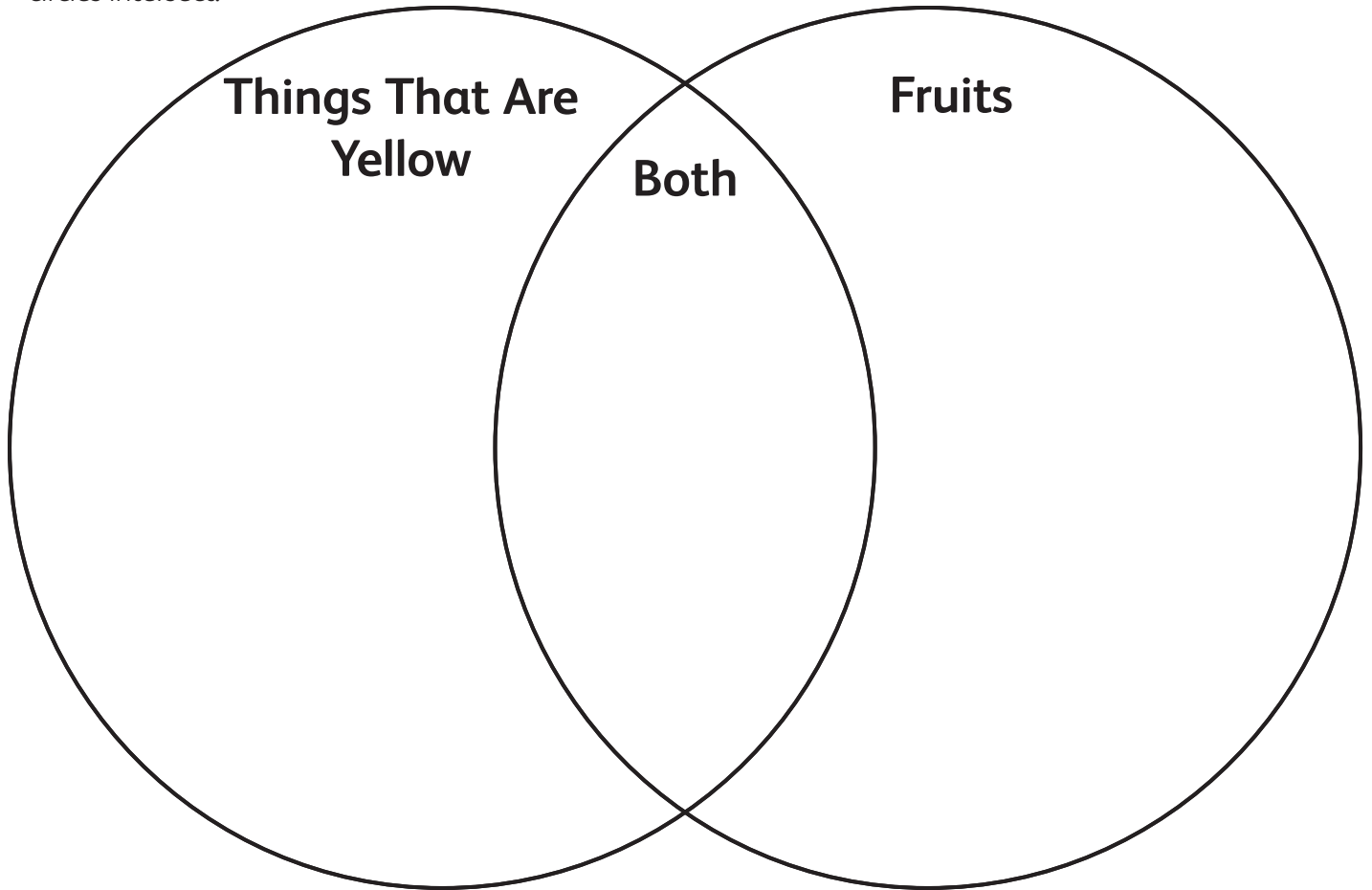


Student Page

Name: _____

SORT & CATEGORIZE (1)

Read the list of details below and decide which main ideas/reasons they apply to. Write the details in the circle. Any details that apply to both main ideas/reasons should be sorted into column where the circles intersect.



Details:

Apples

Cheese

Ducklings

Sunshine

Cherries

Grapes

Plums

Butter

Lemons

Bananas

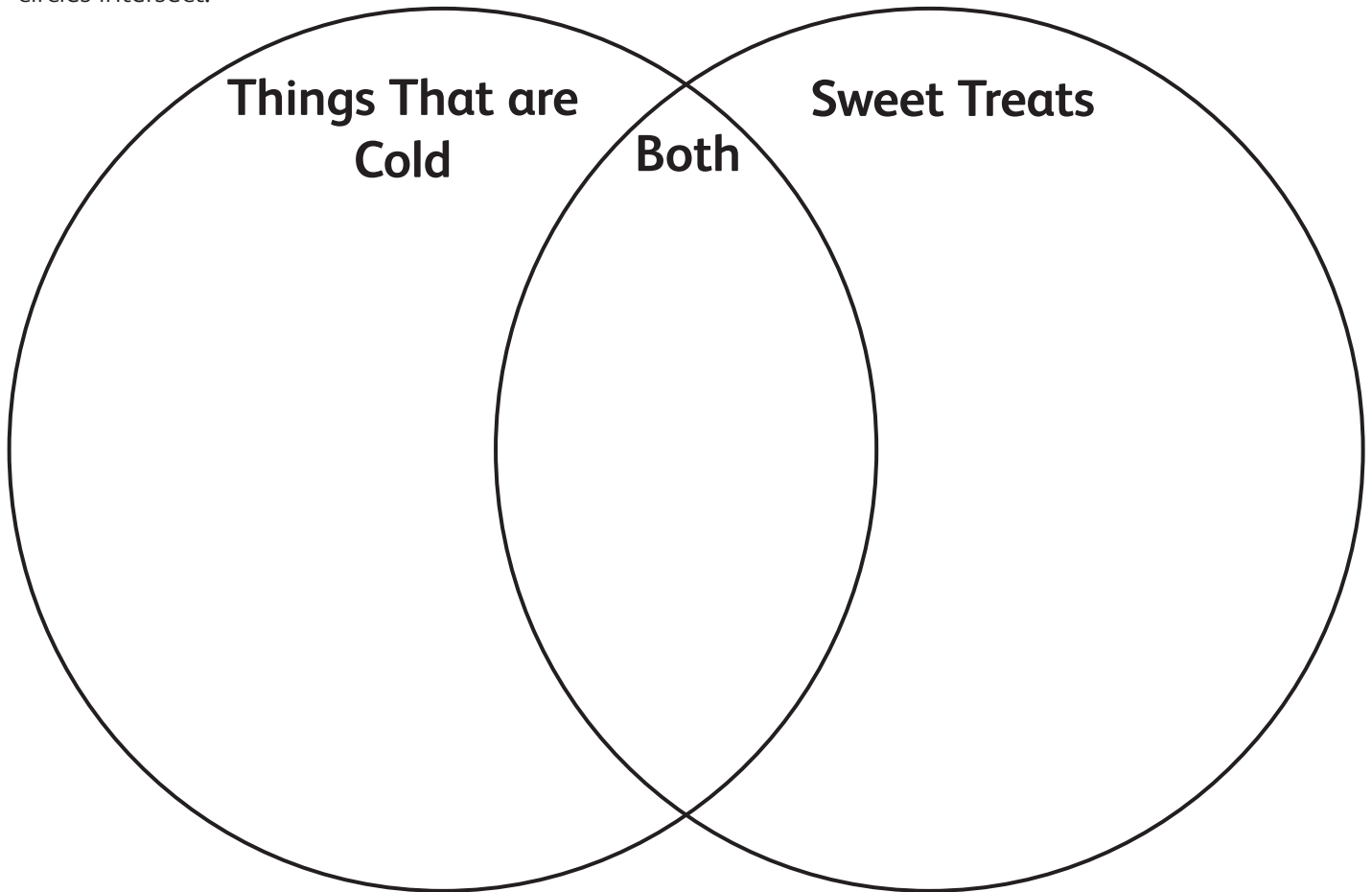
Bonus: *Can you think of any other details that might fit into either or both of the main idea/reason categories? If so, write them in the appropriate circle.*



Name: _____

SORT & CATEGORIZE (2)

Read the list of details below and decide which main ideas/reasons they apply to. Write the details in the circle. Any details that apply to both main ideas/reasons should be sorted into column where the circles intersect.



Details:

Candy

North Pole

Icicle

Ice Cream

Popsicles

Snowman

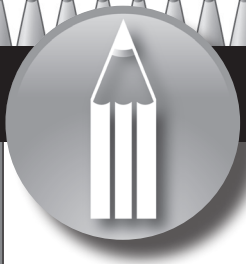
Sleet

Cookies

Pie

Cupcakes

Bonus: *Can you think of any other details that might fit into either or both of the main idea/reason categories? If so, write them in the appropriate circle.*

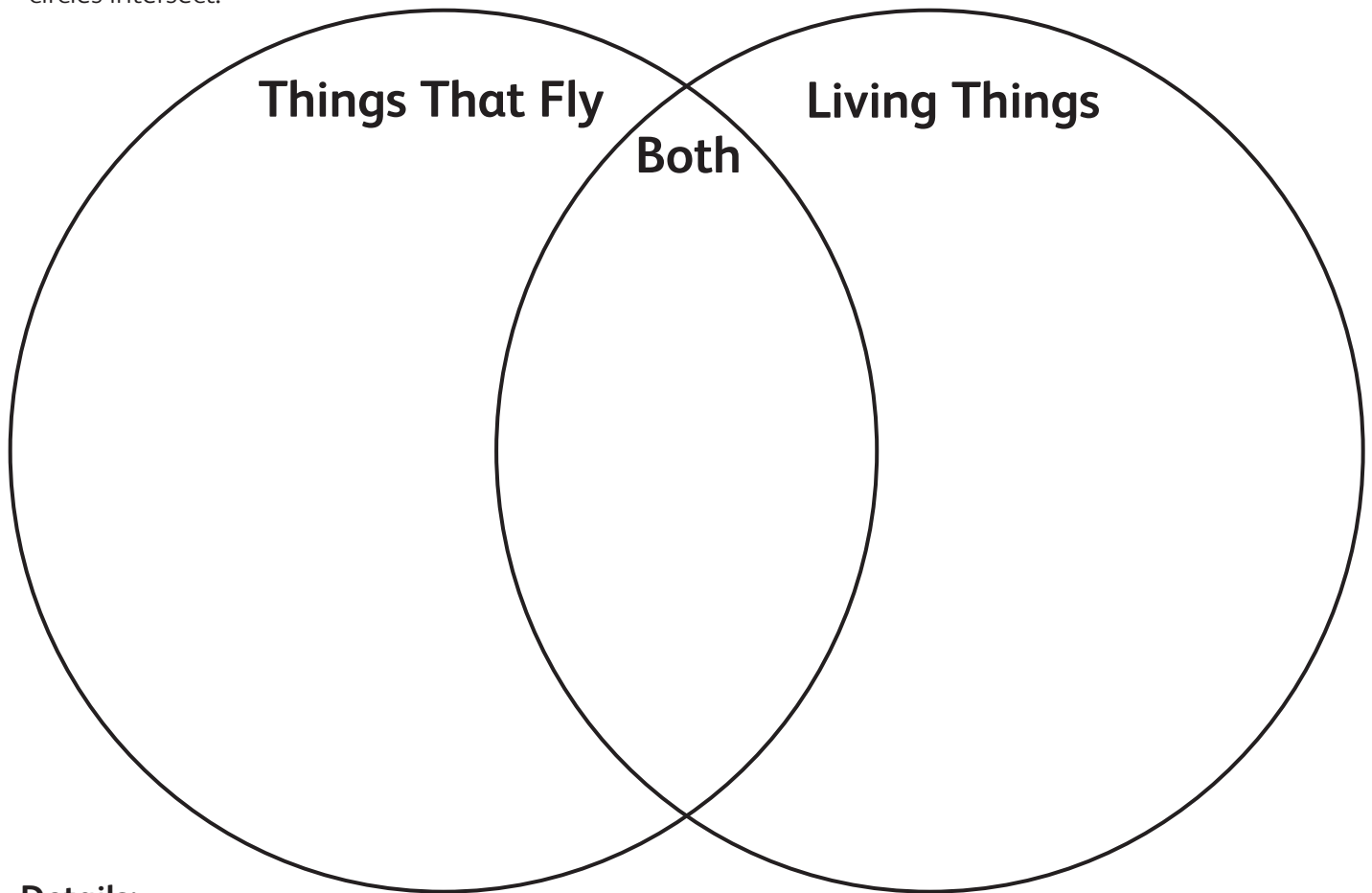


Student Page

Name: _____

SORT & CATEGORIZE (3)

Read the list of details below and decide which main ideas/reasons they apply to. Write the details in the circle. Any details that apply to both main ideas/reasons should be sorted into column where the circles intersect.



Details:

Penguin

Robin

Helicopter

Airplane

Boy

Tree

Duck

Rocket

Dog

Bonus: *Can you think of any other details that might fit into either or both of the main idea/reason categories? If so, write them in the appropriate circle.*



Name: _____

Going to the Zoo (1)



Going to the zoo is really fun. It is interesting to see all the animals.

Seeing animals like snakes, elephants and seals is awesome. It is great to see how many different types of frogs and lizards there are. Giraffes and polar bears are fun to watch too.

Learning about animals is

interesting. At a zoo, you can see how animals live in the wild. You might even watch a baby animal and learn about how they are cared for in the zoo.

Watching animals play and eat at the zoo is a great experience. Seals are very playful and it is fun to watch as zookeepers toss them fish at feeding time. You can learn a lot about animals by watching them!

All in all, a trip to the zoo is really fun. It is a great way to learn about animals.



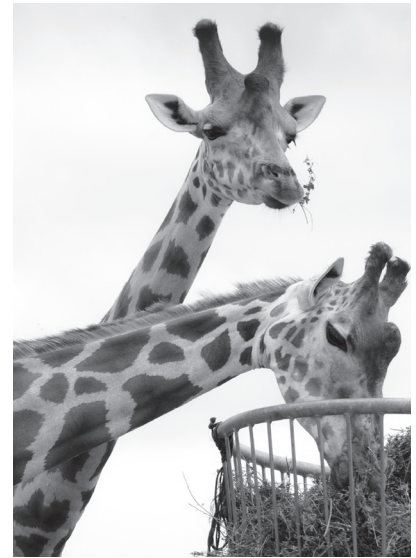


Name: _____

Going to the Zoo (2)

If you have never been to a zoo, you are missing out on a wonderful experience. Zoos give you the chance to learn about animals from all around the world. You can see large mammals, reptiles, and even creatures of the sea.

At a large zoo, you will get to see **large mammals** like elephants or giraffes. You will learn about how these animals live in the wild and how zookeepers care for them. Getting a close look at a large mammal is exciting and educational.



Most zoos have warm, dark **reptile houses** where you can see many different types of snakes, lizards, and frogs. You might be amazed at just how big snakes can get! They slither and crawl along branches and vines as they do in the wild. You have to look closely to spot these creatures in their man made habitat.

Other zoos showcase **creatures of the sea**, like seals. If you arrive at feeding time, there's a chance you could see these sleek, playful animals eat. Some zoos even keep sharks and piranha in large tanks.

Whether you are interested in elephants, snakes, or seals, a visit to the zoo is a good way to learn more about your favorite animals. You might even see creatures that you never even heard about before!

BONUS: What was the author's purpose? _____

What is the genre of this piece? _____



Student Page

Name: _____

Summer: The Best Season of All (1)

Everybody knows that summer is the best of the four seasons. There are many reasons why we all enjoy these sunny months so much.

Summer is **nice**. It is warm and rainy days are rare. Flowers blossom in the sun and we can spend a lot of time outdoors.

The **weather is hot** in the summer. There are a lot of fun things to do on hot, sunny days. Going swimming and playing baseball are two great summer activities.

Summer is **baseball season**. There is no better way to spend a warm summer evening than at the ballpark watching a favorite team in action. All children enjoy playing baseball in the summer and even really young boys and girls can play T-ball. Baseball is the best sport of them all!

Because of baseball and hot weather, we all know that summer is the nicest season. Without a doubt, the months of summer go by too quickly.





Name: _____

Summer: The Best Season of All (2)

While everybody enjoys the sparkling snows of winter, most of us agree that summer is best season of all. These few sunny months are the perfect time to enjoy nature, family vacations, and free time.



Who doesn't **enjoy the outdoors** in the summer? Just step outside on a sunny morning in July and smell the blooming flowers. Listen to the sounds of chirping birds and buzzing bees. Nature is definitely at its best in the summer.

Summer is the season for great **family vacations!** Go to an amusement park with thrilling rides. Hit the beach, splash down at a water park, or stay in a hotel with a pool. You could even go camping or mountain climbing. The choices for a summer vacation are endless and exciting!

School's out! Now is the time for friends to get together and do all the things they were too busy for during the school year. Build a tree house. Spend hours at the playground. Invite friends over for a sleepover. During the summer, children finally have the time for these and other favorite activities. Without a doubt, summer is not only fun, but relaxing.

Summer is your chance to spend time outdoors, travel with your family and enjoy free time with friends. Everybody agrees these fun-filled, but fleeting, few months are the best time of the year.

BONUS: What was the author's purpose? _____

What is the genre of this piece? _____



Name: _____

PICK, LIST, CHOOSE, ASK, & FIND

1. **PICK** a topic _____

2. **LIST** what you already know about this topic:

3. **CHOOSE** main ideas (between 2 and 4)

Main Idea #1 _____

Main Idea #2 _____

Main Idea #3 _____

Main Idea #4 _____

4. **ASK:** What do you still need to know?

5. **FIND:** Where might you find answers to these questions?



Student Page

Name: _____

SUMMARY

Look at your PICK, LIST, CHOOSE, ASK, & FIND worksheet to complete this summary of our upcoming unit.

Our class will be studying _____ .

We will read about _____

and discuss _____ .

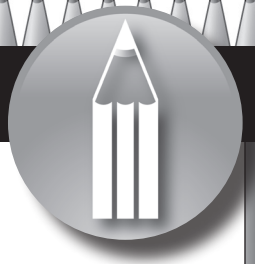
We'll also study _____ and

explore _____ .

We will use books and computers to learn about _____

_____ as well as _____

_____ .



Name: _____

REVISED SUMMARY

Please look over the summary you wrote when we were just beginning to study _____.

Now that we've completed the unit, re-write your summary to include what you have learned.

Our class just finished studying _____ .

We read about _____

and discussed _____ .

We found answers to our questions about _____ ,

_____ and

_____ .

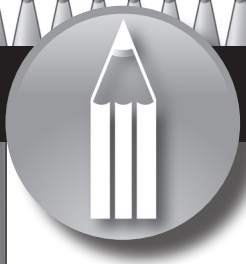
I was surprised to learn that _____ .

Now I understand why _____

_____ .

The only question I still have about this topic is _____

_____ .



Student Page

Name: _____

MAIN IDEAS/ REASONS - DON'T OVERLAP THEM! (1)

Read the TOPIC and related main reason sentences below. Then, write a one word “Blurb” that sums up what the main reason sentence says. Next, see if you can figure out which detail sentence belongs to which MAIN REASON. Some may seem like they fit into more than one main reason. That means they overlap; they are not distinct enough. Remember, the main reasons should be different from each other. If your main reasons are distinct enough, it will be clear which paragraph the detail belongs in. The first one is done for you.

TOPIC: AN AWESOME PLAYGROUND

MAIN REASON SENTENCES:

BLURB:

MAIN REASON #1: An awesome playground is fun. _____

MAIN REASON #2: There is cool equipment to play on. _____

MAIN REASON #3: You can play pretend games there. _____

DETAIL SENTENCES:

MAIN REASON(S):

I love to go on the giant slide.

1,2

The monkey bars are awesome for swinging. _____

The tire swing is a lot of fun. _____

You can pretend that the climbing tower is a castle. _____



Are the main reasons distinct enough? (Check one)

[] Yes. Choose yes if it was clear that each detail belonged with one of the main reasons.

[] No. Choose no if the details could fit in more than one main reason.



Name: _____

MAIN IDEAS/ REASONS - DON'T OVERLAP THEM! (2)

Read the TOPIC and related main idea sentences below. Then, write a one word “Blurb” that sums up what the main idea sentence says. Next, see if you can figure out which detail sentence belongs to which MAIN IDEA. Some may seem like they fit into more than one main idea. That means they overlap; they are not distinct enough. Remember, the main ideas should be different from each other. If your main ideas are distinct enough, it will be clear which paragraph the detail belongs in.

TOPIC: A DAY AT THE BEACH

MAIN IDEA SENTENCES:

BLURB:

MAIN IDEA #1: Take a swim in the cool, clear water. _____

MAIN IDEA #2: It's fun to build sandcastles. _____

MAIN IDEA #3: The beach is fun. _____

DETAIL SENTENCES:

MAIN IDEA:

Ride the waves and enjoy the surf. _____

Burying somebody in the sand is always fun. _____

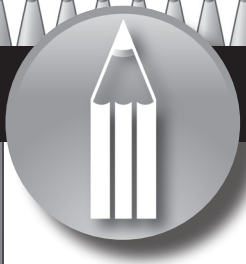
Use water wings if you're not a strong swimmer. _____

Are the main ideas distinct enough? (Check one)

Yes. Choose yes if it was clear that each detail belonged with one of the main ideas.

No. Choose no if the details could fit in more than one main idea.





Student Page

Name: _____

MAIN IDEAS/ REASONS - DON'T OVERLAP THEM! (3)

Read the TOPIC and related main idea sentences below. Then, write a one word “Blurb” that sums up what the main idea sentence says. Next, see if you can figure out which detail sentence belongs to which MAIN IDEA. Some may seem like they fit into more than one main idea. That means they overlap; they are not distinct enough. Remember, the main ideas should be different from each other. If your main ideas are distinct enough, it will be clear which paragraph the detail belongs in.

TOPIC: HALLOWEEN

MAIN IDEA SENTENCES:

BLURB:

MAIN IDEA #1: Halloween is fun for many reasons. _____

MAIN IDEA #2: You will need a great costume. _____

MAIN IDEA #3: It’s really about getting lots of candy. _____

DETAIL SENTENCES:

MAIN IDEA:

I love carving pumpkins. _____

I always make my own costume. _____

The year I was a witch, I got the most candy. _____

Halloween parties are a blast! _____



Are the main ideas distinct enough? (Check one)

[] Yes. Choose yes if it was clear that each detail belonged with one of the main ideas.

[] No. Choose no if the details could fit in more than one main idea.



Name: _____

MAIN IDEAS/ REASONS - DON'T OVERLAP THEM! (4)

Read the TOPIC and related main idea sentences below. Then, write a one word “Blurb” that sums up what the main idea sentence says. Next, see if you can figure out which detail sentence belongs to which MAIN IDEA. Some may seem like they fit into more than one main idea. That means they overlap; they are not distinct enough. Remember, the main ideas should be different from each other. If your main ideas are distinct enough, it will be clear which paragraph the detail belongs in.

TOPIC: GOING TO THE LIBRARY

MAIN IDEA SENTENCES:

BLURB:

MAIN IDEA #1: There are many books to choose from. _____

MAIN IDEA #2: Our library has movie nights. _____

MAIN IDEA #3: Story hour is on Saturday morning. _____

DETAIL SENTENCES:

MAIN IDEA:

You can check out picture books or chapter books. _____

You can usually keep your books for two or three weeks. _____

You can check out your favorite movies. _____

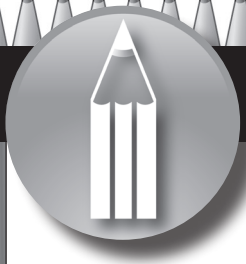
You will see your friends at story hour. _____



Are the main ideas distinct enough? (Check one)

[] Yes. Choose yes if it was clear that each detail belonged with one of the main ideas.

[] No. Choose no if the details could fit in more than one main idea.



Student Page

Name: _____

MAIN IDEAS/REASONS - DISTINCT OR OVERLAPPING? (1)

Read this group of Main Reasons for an opinion piece about pizza. If they overlap, cross out the reasons that are too similar and replace them with distinct ideas. (Remember, they might **not** overlap.) Then write a main reason sentence for each. You may use the sentence starters on the bottom of the page to help you.

TOPIC: PIZZA

MAIN REASON #1: All kinds of toppings

MAIN REASON #2: Nutritious

MAIN REASON #3: Pepperoni



MAIN REASON SENTENCE #1:

MAIN REASON SENTENCE #2:

MAIN REASON SENTENCE #3:

Sentence Starters:

- Who doesn't enjoy _____?
- Everybody loves _____.
- Pizza is _____.
- Top your pizza with _____.
- As a snack or a meal, pizza is _____.
- Going out for pizza is _____.



Name: _____

MAIN IDEAS/REASONS - DISTINCT OR OVERLAPPING? (2)

Read this group of Main Ideas for an informational piece about soccer. If they overlap, cross out the ideas that are too similar and replace them with distinct ideas. (Remember, they might **not** overlap.) Then write a main idea sentence for each main idea. You may use the sentence starters on the bottom of the page to help you.

TOPIC: SOCCER

MAIN IDEA #1: Rules of the game

MAIN IDEA #2: Equipment

MAIN IDEA #3: Our coach



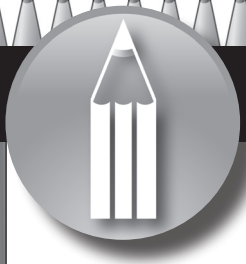
MAIN IDEA SENTENCE #1:

MAIN IDEA SENTENCE #2:

MAIN IDEA SENTENCE #3:

Sentence Starters:

- A good coach will _____.
- It is important to _____.
- Some soccer players will _____.
- A good soccer team _____.
- Be sure you wear _____.



Student Page

Name: _____

MAIN IDEAS/REASONS - DISTINCT OR OVERLAPPING? (3)

Read this group of Main Ideas for an informational piece about baking. If they overlap, cross out the ideas that are too similar and replace them with distinct ideas. (Remember, they might **not** overlap.) Then write a main idea sentence for each main idea. You may use the sentence starters on the bottom of the page to help you.

TOPIC: BAKING

MAIN IDEA #1: Fun

MAIN IDEA #2: Delicious

MAIN IDEA #3: Tasty



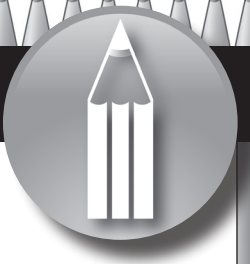
MAIN IDEA SENTENCE #1:

MAIN IDEA SENTENCE #2:

MAIN IDEA SENTENCE #3:

Sentence Starters:

- Home baked treats are _____.
- Make sure to _____.
- The aroma of _____.
- Cookies, cakes and pies can _____.
- Don't you think that _____?



Name: _____

MAIN IDEAS/REASONS - DISTINCT OR OVERLAPPING? (4)

Read this group of Main Ideas for an informational piece about gardening. If they overlap, cross out the ideas that are too similar and replace them with distinct ideas. (Remember, they might **not** overlap.) Then write a main idea sentence for each main idea. You may use the sentence starters on the bottom of the page to help you.

TOPIC: GARDENING

MAIN IDEA #1: Flowers

MAIN IDEA #2: Vegetables

MAIN IDEA #3: Good exercise



MAIN IDEA SENTENCE #1:

MAIN IDEA SENTENCE #2:

MAIN IDEA SENTENCE #3:

Sentence Starters:

- Digging in the soil is _____.
- All plants need _____.
- Raising fresh vegetables is _____.
- Many people love _____.
- Flowers are _____.



Name: _____

IDENTIFYING MAIN IDEAS/REASONS WITHIN A PROMPT (1)

Read this prompt/assignment. Circle the topic. Underline the two main ideas/reasons.

Think about a favorite relative of yours. Write about what your favorite relative looks like, his or her personality, and what you enjoy doing together.

Fill in the blanks in the prewriting plan below.

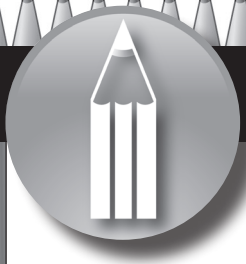
YOUR TOPIC:

MAIN IDEA #1:

MAIN IDEA #2:

MAIN IDEA #3:

Do you think this assignment is informational or opinion? Why?



Student Page

Name: _____

IDENTIFYING MAIN IDEAS/REASONS WITHIN A PROMPT (2)

Read these two prompts/assignments. Circle the TOPIC in each and underline the three main ideas or reasons.

Think about the subjects you learn at school. Write an essay explaining the importance of math, reading, and science. Be sure to include activities in each of these subjects.

Fill in the blanks in the prewriting plan below.

YOUR TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____

MAIN IDEA #3: _____

Do you think this assignment is informational or opinion? Why? _____

Think about all of the books you've enjoyed. Write an essay that describes your two favorite books. Be sure to include the titles and details about why you like each book so much.

Fill in the blanks in the prewriting plan below.

YOUR TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____

Do you think this assignment is informational or opinion? Why? _____



Student Page

Name: _____

NAMING GIVENS AND VARIABLES

Before writing to an assignment or prompt, an author must determine not only the genre, but the given and variable parts of that assignment. Read each assignment below, and answer the questions about genre, givens, and variables.

1. *You've read an article and viewed a video about wild creatures in our backyards. In response to these sources write an essay describing two common backyard creatures and explain one way that they can be dangerous to people. Be sure to present evidence from each source.*

- In what genre should the author respond? _____
- What is the GIVEN in this assignment? (What every writer needs to include.)

- What are the VARIABLES in this assignment? (What each individual writer must decide.) _____

2. *You've read three different articles about popular U.S. presidents. Select two of your favorite presidents and explain what you admire about them. Be sure to include evidence from the articles you read.*

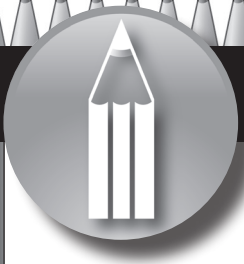
- In what genre should the author respond? _____
- What is the GIVEN in this assignment? (What every writer needs to include.)

- What are the VARIABLES in this assignment? (What each individual writer must decide.) _____

3. *You've read two stories about people who lost something important. In Come Home, Sport, Casey's dog Sport ran away. In Grandma's Necklace, Jenna loses the special necklace her grandmother gave her. Describe what the characters learned about their experiences. Then, write about a time you lost something and how your experience compared to Casey and Jenna's experience.*

- In what genre should the author respond? _____
- What is the GIVEN in this assignment? (What every writer needs to include.)

- What are the VARIABLES in this assignment? (What each individual writer must decide.) _____



Student Page

Name: _____

GENERATING BROAD YET DISTINCT MAIN IDEAS/REASONS (1)

Think about the TOPIC listed in the box below. Ask yourself what you know about this topic. Then, write several distinct main idea “blurbs” about the topic on the lines below. Be sure that each main idea is distinct from the others. Use the example as a guide.

Example:

TOPIC: SPIDERS

MAIN IDEA #1: Different kinds of spiders

MAIN IDEA #2: Where they live

MAIN IDEA #3: Why they spin webs

MAIN IDEA #4: What they look like

TOPIC: DOGS

MAIN IDEA #1:

MAIN IDEA #2:

MAIN IDEA #3:



Name: _____

GENERATING BROAD YET DISTINCT MAIN IDEAS/REASONS (2)

Think about the TOPIC listed in the box below. Ask yourself what you know about this topic. Then, write several distinct main idea “blurbs” about the topic on the lines below. Be sure that each main idea is distinct from the others. Use the example as a guide.

Example:

TOPIC: RAINY DAY ACTIVITIES
MAIN IDEA #1: Board games
MAIN IDEA #2: Art and craft projects
MAIN IDEA #3: Reading
MAIN IDEA #4: Television and video games

TOPIC: GOING TO THE MOVIES

MAIN IDEA #1:

MAIN IDEA #2:

MAIN IDEA #3:



Name: _____

BORING! REVISE! (1)

Read this author's prewriting plan and the main reason sentences for an opinion piece. Notice the boring, redundant sentences and lack of variety. Each sentence begins the same way.

TOPIC: SPRING

MAIN REASON #1: Baby animals One reason why spring is the best season is because baby animals are born.

MAIN REASON #2: Warmer weather Another reason why spring is the best season is because the weather gets warmer.

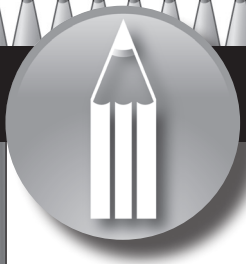
This kind of writing does not spark the reader's attention or make them want to agree with the author. Using the sentence starters below, see if you can rewrite these sentences to make them more interesting.

BABY ANIMALS:

WARMER WEATHER:

Sentence Starters:

- Feel the warmth of _____.
- Listen! Do you hear _____?
- Most people enjoy _____.
- You will surely agree _____.
- There is no doubt about it _____.



Student Page

Name: _____

BORING! REVISE! (2)

Read this author’s prewriting plan and the main reason sentences for an opinion piece. Notice the boring, redundant sentences and lack of variety. Each sentence begins the same way.

TOPIC: BECKY THE BABYSITTER

MAIN REASON #1: Plays games Becky is the best babysitter because she plays games.

MAIN REASON #2: Reads books Becky is the best babysitter because she reads to me.

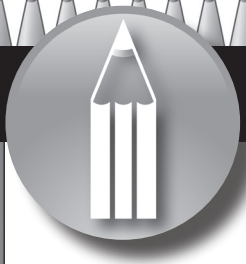
This kind of writing does not spark the reader’s attention or make them want to agree with the author. Using the sentence starters below, see if you can rewrite these sentences to make them more interesting.

PLAYING GAMES:

READING BOOKS:

Sentence Starters:

- Without a doubt, _____.
- Who wouldn’t love _____?
- Don’t you wish _____?
- You will certainly agree _____.
- Imagine the fun of having _____.



Student Page

Name: _____

MAIN IDEA/REASON BLURBS INTO SENTENCES (1)

Look at the PILLAR FRAMEWORK for INFORMATIONAL WRITING. See how the author has used it to create a prewriting plan. Help the author by writing a complete MAIN IDEA SENTENCE for each main idea listed on the pillar.

TOPIC: Going to the movies
Introduction: Lead/Topic Sentence

**MAIN IDEA #1:
Choosing a movie**

Detail	Detail
Detail	Detail

**MAIN IDEA #2:
Picking a seat**

Detail	Detail
Detail	Detail

**MAIN IDEA #3:
Snacks**

Detail	Detail
Detail	Detail

CONCLUSION

Sentence Starter Suggestions:

- It is important to _____.
- You will enjoy your movie more if _____.
- At the theatre, _____.
- Be sure to _____.
- Give yourself time to choose _____.
- Don't miss _____.



Student Page

Name: _____

TURNING QUESTIONS INTO RESPONSES (1)

DIRECTIONS: Read each question below and underline the key phrase. Then, on the lines beneath the question/prompt, use this key phrase in your **RESPONSE**.

1. What is your name?

2. Who sits next to you in class?

3. Where is your coat?

4. What is your teacher's name?

5. What is your favorite subject in school?

6. What did you eat for breakfast today?



Name: _____

TURNING QUESTIONS INTO RESPONSES (2)

REMEMBER: When writing a response to text you will be given a question or prompt to consider. Within the question or prompt you'll find a *key phrase* that you'll need to address. One effective way of getting started is to use this key phrase in the first line of your response. This key phrase becomes your *TOPIC SENTENCE*.

DIRECTIONS: Read each question/prompt below and underline the key phrase. Then, on the lines beneath the question or prompt, use this key phrase in your **TOPIC SENTENCE**.

1. Write an essay explaining the many reasons we need rain.

2. Explain the reasons that caused Ellis to get angry.

3. Based on the text, describe the many animals that hibernate during the winter months.

4. After reading the text, write about the reasons why chameleons change color.



Student Page

Name: _____

TURNING QUESTIONS INTO RESPONSES (3)

REMEMBER: When writing a response to text you will be given a question or prompt to consider. Within the question or prompt you'll find a *key phrase* that you'll need to address. One effective way of getting started is to use this key phrase in the first line of your response. This key phrase becomes your *TOPIC SENTENCE*.

DIRECTIONS: Read each question/prompt below and underline the key phrase. Then, on the lines beneath the question or prompt, use this key phrase in your **TOPIC SENTENCE**.

1. Write a paragraph explaining the reasons why wild fires are hard to put out.

2. Describe a number of safety rules you need to know for biking.

3. Based on the text, describe four new ways that Kate came up with to earn her allowance.

4. After reading the text, write an essay outlining the different ways that many creatures help pollinate plants.



Name: _____

THE MISSING MAIN IDEA (1)

Read the paragraph below. Think about the specific details in each sentence. Ask yourself what the paragraph is all about and write a BLURB in the margin. Then, write a MAIN IDEA SENTENCE on the line above the paragraph.

MAIN IDEA :

Barely bigger than a bumble bee, a hummingbird has a long, thin beak. Their wings measure about four inches from tip to tip and their feathers come in a shimmering array of colors. The most common type of hummingbird has vivid red feathers around its neck and bright green feathers on its back.

Think about it – if this paragraph is a part of an informational essay, what might the topic of the entire piece be? Circle all that might apply.

Birds

Trees

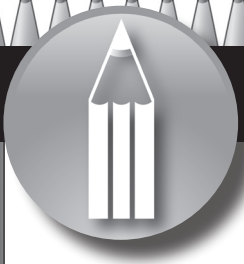
Tiny Creatures

Gym class

Piano Lessons

Baseball





Student Page

Name: _____

THE MISSING MAIN REASON (2)

Read the paragraph below. Think about the specific details in each sentence. Ask yourself what the paragraph is all about and write a BLURB in the margin. Then, write a MAIN REASON SENTENCE on the line above the paragraph.

MAIN REASON :

For the freshest fruits and vegetables, you must go to your local farmer’s market. In the summer, you’ll find juicy tomatoes at the many farmer’s stands. In the fall, you’ll go there to buy your pumpkin. Just compare the fruits and vegetables you get at a farmer’s market to those you find at the supermarket. You’ll surely taste the difference!

Think about it – if this paragraph is a part of an informational essay, what might the topic of the entire piece be? Circle all that might apply.

Local foods	Farms	Zoos
Healthy Foods	Bicycles	Soccer





Name: _____

THE MISSING MAIN REASON (3)

Read the paragraph below. Think about the specific details in each sentence. Ask yourself what the paragraph is all about and write a BLURB in the margin. Then, write a MAIN REASON SENTENCE on the line above the paragraph.

MAIN REASON :

If the weather is warm enough, you can pitch a tent in your backyard and sleep there. Everybody will love it because it will be just like camping. If it is cold or if you do not have a tent, you and your guests can cuddle up in sleeping bags on your bedroom floor. Of course, this is not half as exciting as sleeping outdoors.

Think about it – if this paragraph is a part of an informational essay, what might the topic of the entire piece be? Circle all that might apply.

Parties

Summer

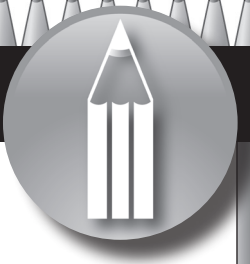
Pets

Snacks

Farms

Friends





Name: _____

SENTENCE VARIETY AND WORD REFERENTS (1)

Think of 4 different word referents that describe **bikes**.



Adjectives

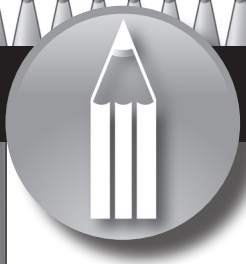
Nouns

Now, write 3 sentences about bikes using the words referents from your list, above.

1. _____
_____ .

2. _____
_____ .

3. _____
_____ .



Student Page

Name: _____

SENTENCE VARIETY AND WORD REFERENTS (2)

Think of 4 different word referents that describe **dogs**.



Adjectives

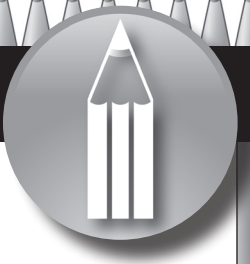
Nouns

Now, write 3 sentences about dogs using the words referents from your list, above.

1. _____
 _____ .

2. _____
 _____ .

3. _____
 _____ .



Name: _____

SENTENCE VARIETY AND WORD REFERENTS (3)

Think of 4 different word referents that describe **babies**.



Adjectives

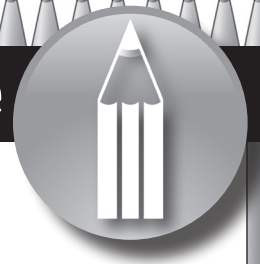
Nouns

Now, write 3 sentences about babies using the words referents from your list, above.

1. _____

2. _____

3. _____



Name: _____

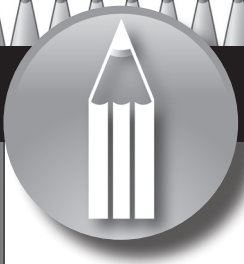
REVIEW: BROAD YET DISTINCT MAIN IDEAS/REASONS

We have finished studying how to create Broad Yet Distinct Main Ideas/Reasons. Let's review what we've learned:

Important vocabulary:

- 1.) Before you start writing, you should develop a _____.
- 2.) Your main ideas and main reasons need to be _____.
- 3.) In opinion writing you use Main _____ ;
in informational writing you use Main _____.
- 4.) The purpose of informational writing is _____.
- 5.) The purpose of opinion writing is to _____.
- 6.) Every main ideas needs to be supported with _____.

We studied Broad Yet Distinct main ideas. We read _____
_____ and learned about _____
_____. We wrote _____
and talked about _____.



Student Page

Name: _____

PREPARING TO WRITE A RESPONSE TO TEXT

You've read the text titled The Mighty Sled Dog, pp. 43-44. In response to this text, write an essay discussing two ways that sled dogs have helped people. Be sure to use evidence from the text to support your response.

1. Underline the **given elements** in this writing assignment.
2. What are the **variable elements** in this writing assignment - in other words, what decision do you need to make as the author?
3. **Skim and scan** the text and write a **summarizing framework** for this piece.

TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____

MAIN IDEA #3: _____

4. In your summarizing framework, **circle the main idea** that will be most helpful in crafting your response. Locate and **circle the paragraph in the text**.
5. What **text conventions** can help guide your response?
6. After you've selected two ways that sled dogs help people, **highlight your examples** in the text. Highlight the first interesting behavior in yellow, and the second interesting behavior in pink.
7. Write a **topic sentence** using the given elements that you underlined as your "topic."
8. Write a **main idea sentence** for each of sled dog behaviors that you selected.
9. Use citing **sentence starters** to reference evidence in the text:

In the text titled The Mighty Sled Dog we learn that _____ .

On page _____, column _____, the author states that _____ .

The author describes the way that _____ .

We learned that _____ .

The author also discusses _____ .

The text also includes the fact that _____ .

This informational text also explains _____ .



Name: _____

BE A WEATHER DETECTIVE

When your family plans a day at the beach, or a picnic in the park, the first thing you might do is check the weather forecast. Turn on the TV or look online to see what weather scientists called *meteorologists* say about the weather. They use high-tech tools to predict what kind of weather we can expect. But, did you ever wonder how people predicted the weather in the olden days? As long as people have been watching the skies they have been predicting the weather. Today you can still use some of these old fashioned observation skills to predict sun, rain, snow, or storms. Let's learn how looking at clouds, watching for a red sky, and moon-gazing provide important clues about the weather.

The kinds of clouds in the sky can tell us a lot about the weather. Farmers can tell you that white clouds high up in the sky usually mean good weather. On the other hand, dark clouds hanging lower in the sky can signal a storm. Stacked, flat-topped *Cumulonimbus* clouds are never a good sign! If you see more and more of these during the day, you can expect a storm before evening. Wispy *cirrus* clouds usually mean that a rain storm is on the way. Time to come in from the fields and put the cows in the barn!

An old sailing expression is: "*Red sky at morning, sailors take warning! Red sky at night, sailor's delight!*" At *dusk*, when the sun begins to set, a reddish sky means *high pressure* or dry air coming from the west. This promises sunny clear weather the next day. At dawn, if the sky in the east is reddish, it means the high pressure is leaving. Rain is on the way.

Another way to predict the weather is to look at the moon. If the moon seems reddish or a very pale color it means there is dust in the atmosphere. This is due to dry air, so no rain in the forecast. But, if the moon is a bright, perfect circle all of the dust has been washed away. This means *low pressure* or rain. Also, sometimes a ring appears around the moon. When this happens, watch out for rain or snow! This is why farmers sometimes say, "*Circle the moon, rain or snow soon!*"

Weather can change quickly. We can never predict the weather perfectly. But, keeping an eye on the clouds, the skies, and the moon can make you an old-fashioned weather detective! Look out your window, and see how often your predictions come true!



Name: _____

PREPARING TO WRITE A RESPONSE TO TEXT

You have read two informational texts about weather: Clouds and Be a Weather Detective. Imagine that you have a barbecue planned this afternoon. You've been watching the sky since last night and are convinced you know how the weather will be. Explain how the clouds, sky color, and moon provide clues that support your belief about the weather for the barbecue. Be sure to cite evidence from both texts.

1. Underline the **given elements** in this writing assignment.
2. What are the **variable elements** in this writing assignment – in other words, what decision do you need to make as the author?
3. Skim and scan Clouds and **write a summarizing framework** for this piece:

TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____

MAIN IDEA #3: _____

What is the genre of this piece? _____

What is the author's purpose? _____

4. Skim and scan Be a Weather Detective and **write a summarizing framework** for this piece:

TOPIC: _____

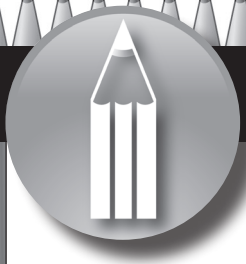
MAIN IDEA #1: _____

MAIN IDEA #2: _____

MAIN IDEA #3: _____

What is the genre of this piece? _____

What is the author's purpose? _____



Student Page

5. Now, skim and scan both texts again. **Highlight** all of the signs of clear, dry weather in **yellow**. **Highlight** all of the signs of rainy or stormy weather in **pink**.

6. Write a **topic sentence** based on what the prompt is asking.

7. Write **three main idea sentences**, one for *clouds*, one for *sky color*, and one for the *moon*.

8. Use citing **SENTENCE STARTERS** to reference evidence in the text:

- *In the first text the author describes* _____.
- *I read that* _____.
- *The author explains how* _____.
- *In Be a Weather Detective we learn* _____.
- *The text describes* _____.
- *This article suggests that* _____.



Name: _____

EXEMPLAR TEXT**Ex. SUMMARIZING FRAMEWORK****TOPIC:** Predicting a Sunny Barbecue**Main Idea #1:** Clouds**Main Idea #2:** Sky color**Main Idea #3:** The moon

I learned, in the texts titled Clouds and Be a Weather Detective, that there are many ways to predict the weather. After looking at the clouds, the color of the sky and the moon, I predict the weather for our barbecue will be clear and sunny.

The type of clouds we see tells a lot about the weather. In the first text we read about gray stratus clouds and cumulus clouds. The author explains that stratus clouds are a sign of rain or drizzle. When I looked out the window I spied cumulus clouds. I learned that these clouds that look like puffy white cotton balls tell us that the weather will be nice and clear. In Be a Weather Detective the author explains that in the olden days when farmers saw cumulus clouds they knew they were in for good weather.

Looking at the sky color in the morning and evening is another way to predict the weather. The second text reveals an old sailor's saying: "Red sky at morning, sailors take warning. Red sky at night, sailors delight." I remember looking out the window last night at sunset and saw a brilliant red sky. The author explains that this is a sign of high pressure, which means dry, clear weather. This is another sign that we can barbecue without worrying about rain.

Moon-gazing can tell us a lot about what the weather will be like in the morning. Last night, lying in my bed, I saw a pale, sort of fuzzy moon beaming in my window. The author of Be a Weather Detective taught us that this is because of dust in the atmosphere caused by dry air. Also, there was no sign of a ring around the moon. I read that farmers used to say, "Circle the moon, rain or snow soon." There was no circle around the moon last night, so this is more evidence of fair weather.

I'm not a meteorologist, but from both texts I've learned to recognize clues in the clouds, the sky, and the moon to predict weather. As a weather detective I believe that our barbecue won't be rained out!