



# **Grade 3 Informational Writing Guide**

## **Student Pages for Print or Projection**

**SECTION 4: Research**

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# Student Page

Name: \_\_\_\_\_

## DETAILS FROM PHOTOGRAPHS - EXAMPLE (*Informational*)

You found a photograph of African and Asian Elephants at [images.google.com](https://images.google.com).

List some of the details you see in the photograph.

1. African Elephants are bigger.
2. Asian Elephants have smaller ears.
3. African Elephant looks more wrinkly.
4. Asian Elephant has shorter tusks.

Now think of some questions you have about the photograph. What does the photo make you wonder? These are your research questions.

1. Why are African Elephants larger than Asian Elephants?
2. Why are African Elephants' ears so much bigger than Asian Elephants?
3. Is the skin of an African Elephant always so wrinkly and loose? Why?
4. Do all Elephants have tusks?



Name: \_\_\_\_\_

## DETAILS FROM PHOTOGRAPHS - EXAMPLE (*Opinion*)

You found a photograph of the best birthday cake in the world at [images.google.com](https://images.google.com).

List some of the details you see in the photograph.

1. It is round.
2. It is covered with white icing.
3. There are yellow and pink roses on it.
4. Happy Birthday is written in blue across the top.

Now think of some questions you have about the photograph. What does the photo make you wonder? These are your research questions.

1. How do you make those roses?  
\_\_\_\_\_
2. What do the blue letters taste like?  
\_\_\_\_\_
3. What is the flavor of the cake beneath the icing?  
\_\_\_\_\_
4. How do you get the icing so smooth?  
\_\_\_\_\_



# Student Page

Name: \_\_\_\_\_

## DETAILS FROM PHOTOGRAPHS

You found a photograph of \_\_\_\_\_ at [images.google.com](http://images.google.com).

List some of the details you see in the photograph.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Now think of some questions you have about the photograph. What does the photo make you wonder? List your research questions, below.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_



# Student Page

Name: \_\_\_\_\_

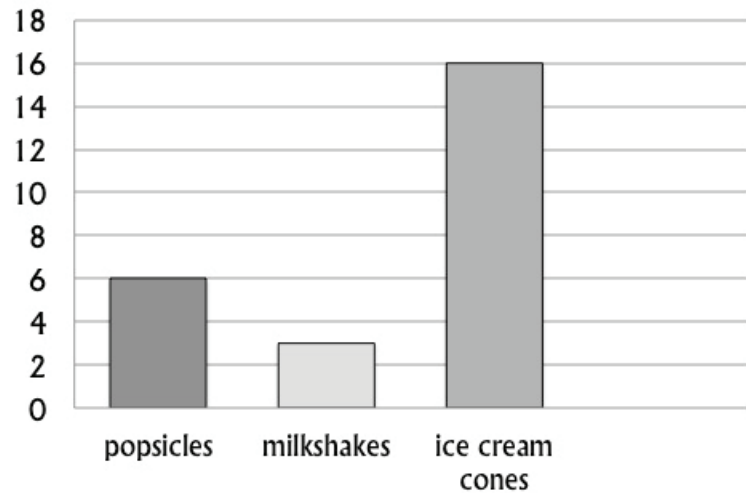
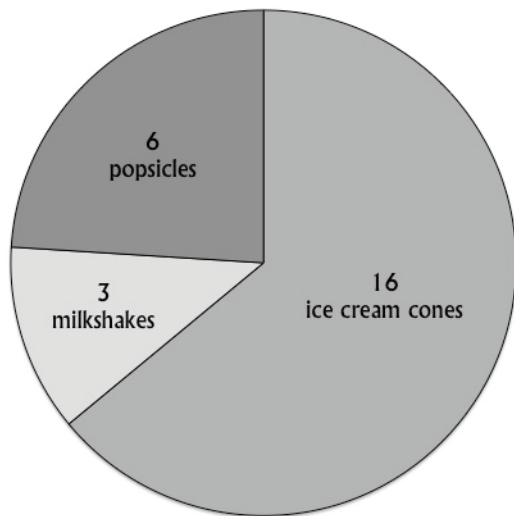
## FINDING FACTS IN CHARTS AND GRAPHS (1)

Look at the statistics shown on the chart and the bar graph below. Read sentences that use some of these statistics and see if you can write one of your own.

**REMEMBER:** A statistic is a fact represented by a number.

**NOTE:** The facts on both the chart and the bar graph are the same. They are just shown in different formats.

25 students in Mrs. Samson’s class were asked if they preferred ice cream cones, milkshakes or popsicles on a hot summer day.



- 6 said they preferred popsicles
- 3 said they preferred milkshakes
- 16 said they preferred ice cream cones

1. Out of 25 students, 16 think an ice cream cone is the best treat on a hot summer day.

2. Only 6 students said they preferred popsicles and 3 chose milkshakes.

3. \_\_\_\_\_  
\_\_\_\_\_



Name: \_\_\_\_\_

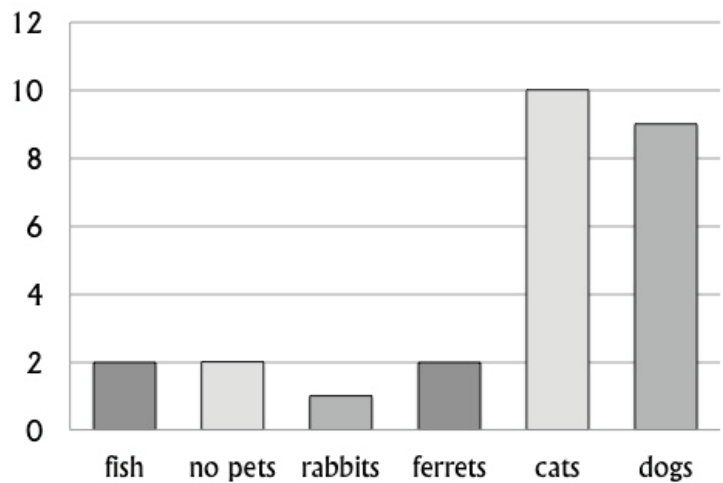
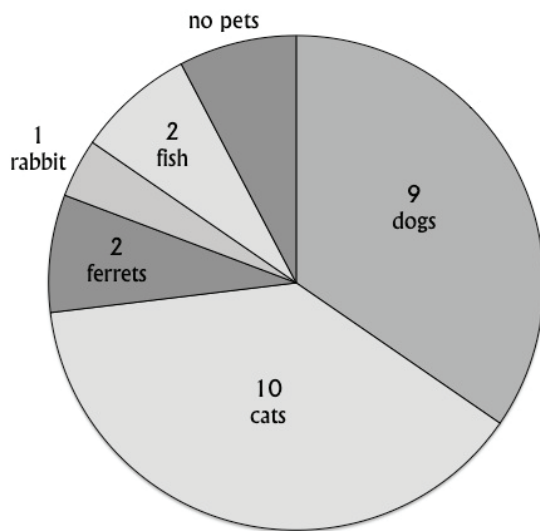
## FINDING FACTS IN CHARTS AND GRAPHS (2)

Look at the statistics shown on the chart and the bar graph below. Read sentences that use some of the facts from the chart and graph. See if you can write one of your own.

**REMEMBER:** A statistic is a fact represented by a number.

**NOTE:** The facts on both the chart and the bar graph are the same. They are just shown in different formats.

Of the 26 students in Mrs. Samson's class:

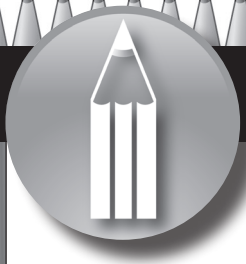


- 2 have fish
- 2 do not have pets
- 1 has a rabbit
- 2 have ferrets
- 10 have cats
- 9 have dogs

1. Cats are the most popular pet among the students in Mrs. Samson's class.

2. Only two of the 26 students in Mrs. Samson's class do not have pets.

3. \_\_\_\_\_  
 \_\_\_\_\_



# Student Page

Name: \_\_\_\_\_

## FINDING FACTS IN OTHER FORMATS (1)

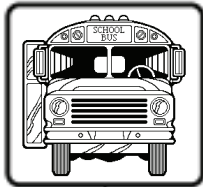
Look at the information shown on the timeline and on the bulleted list of facts. Read sentences that use some of these facts and see if you can write one of your own.

**REMEMBER:** A timeline presents facts on a line in the order they occurred over time.

**NOTE:** The facts on both the timeline and the bulleted list are the same. They are just shown in different formats.

### HIGHLIGHTS OF THE SCHOOL YEAR

September:  
School starts



November:  
Thanksgiving  
vacation



January:  
Winter  
Concert



March:  
Parent's  
Night



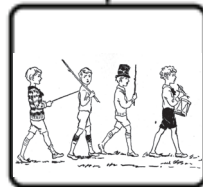
May:  
Baseball  
season begins



October:  
Halloween  
party



December:  
Report cards



February:  
President's  
Day  
celebration



April:  
Spring break



June:  
Last day of  
school



Name: \_\_\_\_\_

## HIGHLIGHTS OF THE SCHOOL YEAR

- September: School starts
- October: Halloween party
- November: Thanksgiving vacation
- December: Report cards
- January: Winter Concert
- February: President's Day celebration
- March: Parent's Night
- April: Spring break
- May: Baseball season begins
- June: Last day of school

1. The school year lasts from September through June.

2. Everybody looks forward to the Winter Concert in January.

3. \_\_\_\_\_  
\_\_\_\_\_





# Student Page

Name: \_\_\_\_\_

## FINDING FACTS IN OTHER FORMATS (2)

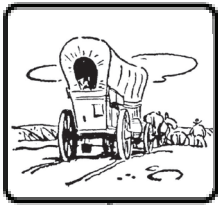
Look at the information shown on the timeline and on the bulleted list of facts. Read sentences that use some of these facts and see if you can write one of your own.

**REMEMBER:** A timeline presents facts on a line in the order they occurred over time.

**NOTE:** The facts on both the timeline and the bulleted list are the same. They are just shown in different formats.

### THE HISTORY OF THE TOWN OF FREEVILLE

1842:  
first settlers  
arrive



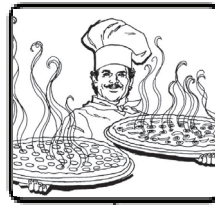
1900:  
population  
of Freeville  
reaches  
2,000



1960:  
Dr. Franklin  
sets up office  
in town



1995:  
Roma Pizza  
opens in  
Freeville



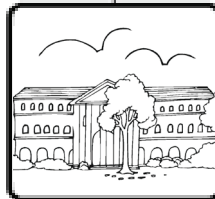
2010:  
population  
of Freeville  
grows to  
19,000



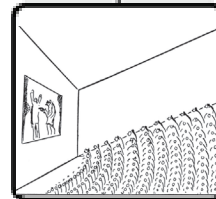
1899:  
first mayor  
of Freeville  
elected



1941:  
Mr. Winters  
opens Winter's  
General Store  
on Main Street



1980:  
Freeville  
builds new  
school



2001:  
Freeville  
Cinema  
opens with 4  
big screens



Name: \_\_\_\_\_

## THE HISTORY OF THE TOWN OF FREEVILLE

- 1842: first settlers arrive
- 1899: first mayor of Freeville elected
- 1900: population of Freeville reaches 2,000
- 1941: Mr. Winters opens Winter's General Store on Main Street
- 1960: Dr. Franklin sets up practice in town
- 1980: Freeville builds new school
- 1995: Roma Pizza opens in Freeville
- 2001: Freeville Cinema opens with 4 big screens
- 2010: population of Freeville grows to 19,000

1. Mr. Winter's General Store was the first business to open in Freeville.

2. Freeville students got a new school in 1980.

3. \_\_\_\_\_  
\_\_\_\_\_



# Student Page

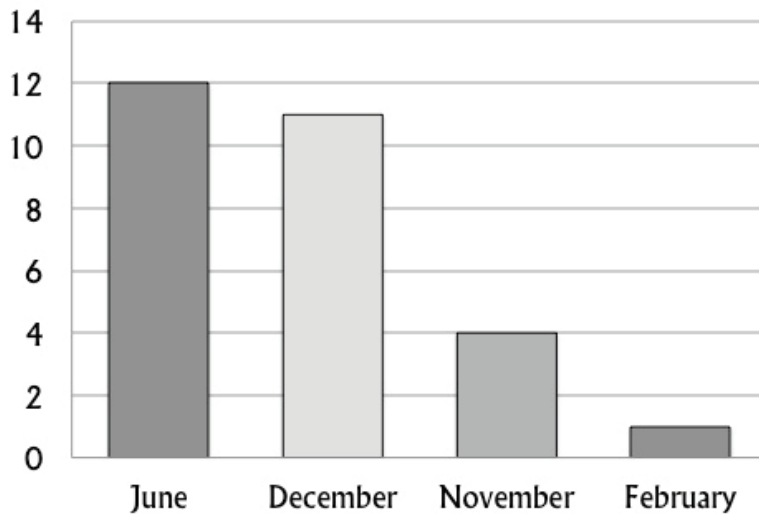
Name: \_\_\_\_\_

## FINDING FACTS IN OTHER FORMATS (3)

Look at the information shown on the graph and on the bulleted list of facts below. Read sentences that use some of these facts and see if you can write one of your own.

**NOTE:** The facts on both the graph and the bulleted list are the same. They are just shown in different formats.

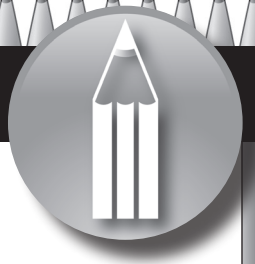
**28 students in Mr. Diamond’s Class were polled about their favorite months of the year.**



- 12 said June
- 11 said December
- 4 said November
- 1 said February

1. Chances are, the student who chose February enjoys winter sports.
2. Almost half of the students polled said June was their favorite month.

3. \_\_\_\_\_  
\_\_\_\_\_



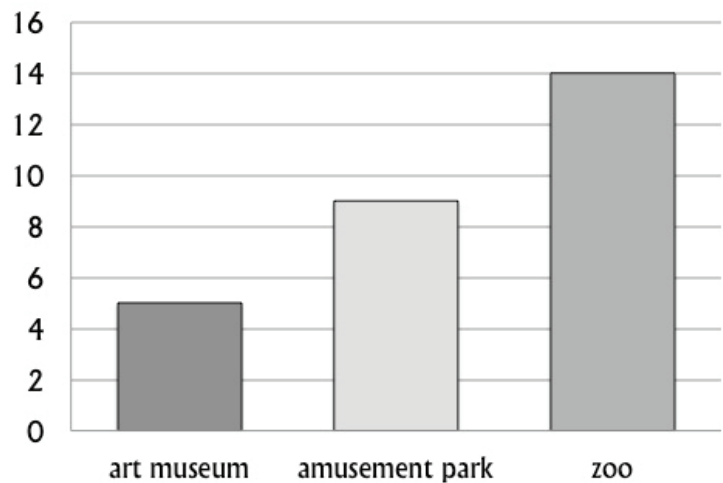
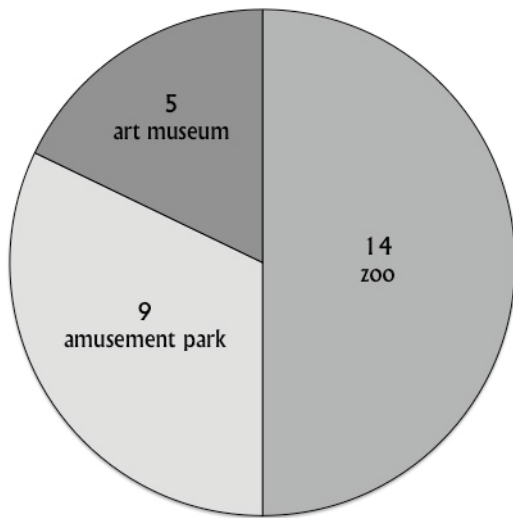
Name: \_\_\_\_\_

## FINDING FACTS IN OTHER FORMATS (4)

Look at the information shown on the pie chart and on the graph below. Read sentences that use some of the facts presented on the graph and the chart, and see if you can write one of your own.

**NOTE:** The facts on both the pie chart and the graph are the same. They are just shown in different formats.

28 students were asked where they wanted to go on a class trip:



- 14 said the zoo
- 9 said the amusement park
- 5 said the art museum

1. Most of the students want to go to the zoo.
2. The art museum was the choice of only five out of 28 students.
3. \_\_\_\_\_  
\_\_\_\_\_



## KEY VOCABULARY: FINDING INFORMATION WITHIN TEXT

**Table of Contents:** Found at the front of the book, the table of contents lists the parts or chapters of a book.

**Glossary:** Usually found at the end of the book, a glossary defines words you will need to know to understand the text. In some books, short glossaries appear at the beginning of each chapter.

**Index:** Found at the end of the book, the index is a listing of the topics in ABC order that are covered in the book and the pages on which you can read about these topics.

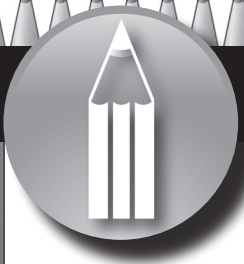
**Chapter Title:** This tells you what the chapter or section of the book will be about.

**Headings:** Usually appearing in **bold-faced type like this**, headings sum up the main ideas of a section of text.

**Keywords:** Often in **bold-faced** or *italicized* type, these words are often defined in the glossary or within the text itself. To understand the text, you need to know the keywords.

**Diagrams:** Simple drawings that can help you understand the text. **Charts** and **graphs** are other visual ways to present information within text.

**Illustrations and Photographs:** These are another way to help you understand keywords or concepts. Unlike the diagram, the photograph or illustration is realistic and provides lots of specific detail. **Captions** appear underneath photographs or illustrations often in italics. They tell you about the picture.



# Student Page

Name: \_\_\_\_\_

## THE BOOK DETECTIVE

1. What is the **title** of your book?

\_\_\_\_\_

2. Turn to the **Table of Contents**. What are the titles of the first two chapters?

\_\_\_\_\_

\_\_\_\_\_

3. Look in the first **chapter** or **section**. Can you find any **keywords** that are defined within the text? If so, what are they? (Hint: look for words in **bold-face** or *italic* type!)

\_\_\_\_\_

\_\_\_\_\_

4. Are there **headings** that tell you the main ideas of the first chapter or section? If so, what are they?

\_\_\_\_\_

\_\_\_\_\_

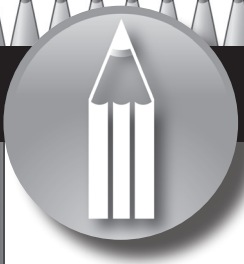
5. Can you find an **illustration** or **photograph** in your book? If so, what is this illustration or photograph helping to explain?

\_\_\_\_\_

\_\_\_\_\_

**BONUS:** Turn to the back of the book. Look at the **index** and fill in the blanks on the following sentence:

The index tells me that if I turned to page \_\_\_\_\_, I would learn about \_\_\_\_\_.



# Student Page

Name: \_\_\_\_\_

## RECOGNIZING GOLDEN BRICKS (1)

Read the paragraphs below. Highlight the “Golden Bricks,” the statistic in pink and the expert quote in yellow.

### Being in a Play

Kids learn so much from the experience of being in a play. As drama teacher Mrs. Storm explains, “You can be the star of the show or work behind-the-scenes. Everybody’s talents matter when you’re putting on a show.” It’s too bad that only 5 out of the 25 third-graders in this class report that they have actually been in a play. We must all have a chance to discover the magic of performing on stage.





Name: \_\_\_\_\_

## RECOGNIZING GOLDEN BRICKS (2)

Read the paragraphs below. Highlight the “Golden Bricks,” the statistic in pink and the expert quote in yellow.

### Recycling

Recycling is one of the easiest ways we can help our environment. Dr. Betty Beal studies recycling. She says, “When we recycle, we find new ways to use old materials. This allows us to save natural resources.” Did you know that most of us produce four pounds of garbage each day? Recycling is an important way to put some of our garbage to good use.







Name: \_\_\_\_\_

## RECOGNIZING GOLDEN BRICKS (3)

Read the paragraphs below. Highlight the “Golden Bricks,” the statistic in pink and the expert quote in yellow.

### Foods from Italy

Two of the most popular foods in America come from Italy. Spaghetti and meatballs was invented in southern Italy 900 years ago. The first pizza was baked in 1889 in Naples, Italy. Since then, pizza has become a worldwide favorite. In America, there are more than 60,000 pizza parlors. They make about 3 billion pizzas each year. Italian foods are delicious and they can be healthy. “Use whole wheat spaghetti or pizza dough,” says Chef Antonio. “And top your pizza with just a little cheese, onions, and green peppers.”





Name: \_\_\_\_\_

## RECOGNIZING GOLDEN BRICKS (4)

Read the paragraphs below. Highlight the “Golden Bricks,” the statistic in pink and the expert quote in yellow.

### Polar Bears

Polar bears are the largest of all bears. They are perfectly made for life on the ice. Their feet, for example, often measure a full 12 inches across. As zookeeper Christopher Troy explains, “These huge feet are like snowshoes to help the polar bear walk on ice and snow.” Their thick white fur helps them stay warm. It also makes them hard to spot against a snowy landscape. Today, there are about 25,000 of these amazing mammals living in the wild.





# Student Page

Name: \_\_\_\_\_

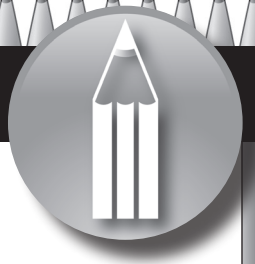
## RECOGNIZING GOLDEN BRICKS (5)

Read the paragraphs below. Highlight the “Golden Bricks,” the statistic in pink and the expert quote in yellow.

### Baseball in Japan

Baseball is a sport made in America, but played around the world. Japan seems to have a special liking for the game. As Michael Barker of the Worldwide Baseball League says, “A game like baseball was played long ago in Japan. It was called ‘Yakyu.’” By 1936, there was a Japanese Baseball League. Today, one out of two Japanese kids and adults are baseball fans.





Name: \_\_\_\_\_

## DOING RESEARCH AND TAKING NOTES

- Doing research means finding facts to add to your writing.
- You can find facts in books or on the internet. To find facts on the internet, you need to do a **key word search** by typing your topic into a search engine and looking at the results.
- Before you start looking at books and online for facts, list some questions you hope to answer through your research. For example, if your topic is snakes, your questions might read:

Where would I find a particular type of snake?

Why should we be careful around snakes?

Who might eat snakes?

What is a snake? (A reptile? An amphibian?)

What do snakes eat?

- As your research reveals answers to these questions, write them down. You don't need to use complete sentences.



Name: \_\_\_\_\_

## NOTE TAKING SHEET

Write down everything you already know about this topic. (Leave blank if you can't think of anything.) Then, think of three questions that you have about this topic. Use books or the internet to learn more about this topic and find answers to your questions.

**TOPIC:** \_\_\_\_\_

1. What do you already know about this topic? \_\_\_\_\_

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2. \_\_\_\_\_

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3. \_\_\_\_\_

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4. \_\_\_\_\_

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5. **BONUS:** Can you find one fun or surprising fact about your topic?

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**Name:** \_\_\_\_\_

## NOTE-TAKING SHEET: INFORMATIONAL WRITING

Listen carefully as an informational piece is read aloud. Based on your listening, fill in the summarizing framework.

Complete this summarizing framework for the piece:

**TOPIC:** \_\_\_\_\_

**MAIN IDEA #1:** \_\_\_\_\_

**MAIN IDEA #2:** \_\_\_\_\_

**BONUS:** Use the lines below for a bulleted list of facts from the piece.

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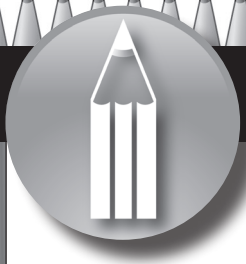
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# Student Page

Name: \_\_\_\_\_

## NOTE-TAKING SHEET: OPINION WRITING

Listen carefully as an opinion piece is read aloud. Based on your listening, fill in the summarizing framework.

Complete this summarizing framework for the piece:

**TOPIC:** \_\_\_\_\_

**MAIN REASON #1:** \_\_\_\_\_

**MAIN REASON #2:** \_\_\_\_\_

**BONUS:** Use the lines below for a bulleted list of facts from the piece.

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