

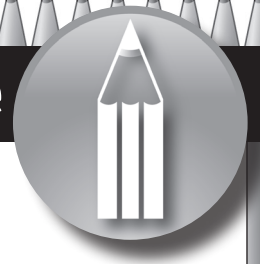


Grade 4 Informational Writing Guide

Student Pages for Print or Projection

SECTION 4: Research

**www.empoweringwriters.com
1-866-285-3516**



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 within 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 labeled 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 tool 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 _____.



RESEARCH! USING SEARCH ENGINES

Have you ever looked for information on the Web? Interested in finding the perfect puppy, looking for information on the best vacations for kids? That is where search engines come in. The problem with doing research on the web is that you find way too much information!

Some of the more popular search engines are [Google](#), [bing](#) and [yahoo](#). Understanding how to use search engines will help you narrow your search, so you can find exactly what you're looking for. These are just a few techniques to help you get started.



1. Be Specific

The more specific you are, the more information you'll find. Use *key words* that tell the search engine exactly what you're looking for. For example, if you want to learn about bats, enter bats, but if you know that you want information on the various types of bats enter types of bats instead. If you want to learn about a specific type of bat enter that name, for example, mega-bats. Each time you revise the entry and focus your *key word*, you narrow your search.

2. The + Symbol

To ensure the search finds pages with all the words you're looking for, put the + symbol in front of each word. For example, if you want information on two types of bats such as golden fruit bats and spectacled flying foxes, put the "plus" sign in front of their names. +golden fruit bats+spectacled flying foxes. Only documents that have both their names will be found in the search.

3. Using Quotation Marks

When you put your search terms in quotation marks, it's called a "phrase search." The search engine will give you pages that have the terms in the exact order of the words in quotations. For example, if you're looking specifically for information on "vampire bats biting people" enter it just like that and you will only get the documents that have those words in that order.

4. Notice the Results!

Finally, notice that when you narrow the search, the number of results or "hits" changes. This information is usually found at the top of the page and indicates how many documents were found containing the key words you searched. For example, when *bats* was entered, 73,100,000 documents were found, but when "vampire bats biting people" was entered, 616,000 documents were found.



Name: _____

DETAILS FROM IMAGES

You found images of _____ at images.Google.com.

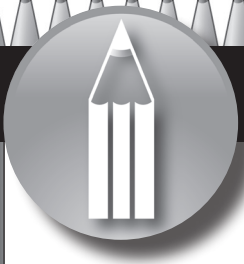
List some of the details you see in the images.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Now think of some questions you have about the images. What are you wondering?

7. _____
8. _____
9. _____
10. _____

The answers to these questions can provide the “Why is that important?” part of your elaboration!



Student Page

Name: _____

DETAILS FROM IMAGES - SAMPLE (Informational)

You found images of Arabian and Bactrian camels
at images.Google.com.

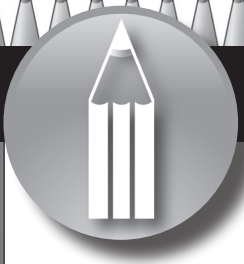
List some of the details you see in the images.

1. Arabian camels have one hump.
2. Bactrian camels have two humps.
3. Camels have long legs and knobby knees.
4. They have long curved necks.
5. These creatures have small dark eyes with long lashes.
6. Bactrian camels have thicker shaggier coats than Arabian camels.

Now think of some questions you have about the images. What are you wondering?

7. Why do some camels have one hump and others have two?
8. Why are their lashes so long?
9. Why do they have humps in the first place?
10. Why are their nostrils so big and why do they seem to open and close?

The answers to these questions can provide the “Why is that important?” part of your elaboration!



CITING SENTENCE STARTERS

- In this article the reader discovers _____ .
- The text explains how _____ .
- This informational piece outlines _____ .
- The author discusses _____ .
- In paragraph ____, we learn that _____ .
- An interesting point the author makes is _____ .
- According to this article _____ .
- Based on this text _____ .



Name: _____

RESEARCHING A TOPIC OF INTEREST (1)

The Right Pet for You

Think of a pet you'd like to have. Before getting a pet you must consider the care this pet requires and the supplies you'll need to care for your pet. Smart pet owners research the care and supplies they need before they commit to purchasing a particular pet.

Write the name of your potential type of pet: _____
Conduct online research to find out how to care for this pet and what supplies you'll need.

List several research questions.

1. _____
2. _____
3. _____
4. _____

What search terms yielded the best results?

Cite your best source here: _____

What did you learn? Do you think this pet is a realistic choice for you?

Why or why not? _____



Name: _____

RESEARCHING A TOPIC OF INTEREST (2)

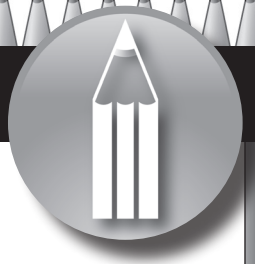
Read the following passage. Does it spark any additional questions you'd like to have answered?

Bats - the Only Flying Mammals

Bats are truly the only flying mammals. Certain types of squirrels, lemurs, and possums can glide branch to branch but cannot fly the way birds and bats can. Bats have wings that resemble hands webbed with a thin, light-weight membrane. They pump or row with these wings allowing them to lift, soar, and hover. Their bodies are perfect for flying - light, compact, and streamlined. Bat wings are equipped with a tiny thumb-like claw that assists them in climbing.

There are over 900 kinds of bats that fall into two main groups. There are the larger fruit-eating bats called mega-bats, also referred to as flying foxes. In contrast are the smaller micro-bats that feed on nectar, insects, birds, fish, lizards, and the blood of other creatures. Micro-bats are more common and are found everywhere except Antarctica and other arctic areas. Mega-bats live only in tropical settings.

Some people are afraid of bats even though they are helpful to people in many ways. It is estimated that in a year, just one colony of brown bats can eat 1.3 million insects - that's 1.3 million fewer pests annoying people and destroying crops. That is not the only way that bats are beneficial. Bats also help pollinate flowers and plants. Vampire bat saliva is also being studied by scientists to determine if it has properties that can be helpful in the field of medicine.



Name: _____

RESEARCHING A TOPIC OF INTEREST (2)

A fourth grade student read the passage on bats. He'd heard about flying squirrels and wondered: How do squirrels fly or glide? Write down the search phrases you might use to find the information you need on the lines below. Be sure to include any symbols that help narrow your search.

Remember, if you place the + symbol in front of each key word, only documents or sites that include all of those words will come up. Another option is to put your question or search phrase in quotation marks. Doing so will yield only sites that include the words in quotes in that precise order.

1. _____
2. _____
3. _____
4. _____

Now conduct your search. Circle the phrase that yielded the best results.

Write a short paragraph that answers your search question. Be sure to use good sentence variety, and check your spelling and punctuation.



Student Page

Name: _____

RESEARCHING A TOPIC OF INTEREST (2)

Finally, you need to cite your source, revealing where you discovered this information. Authors cite online sources by including author's name, last name first, (if there is one), title of the work, date, and full *http* address.

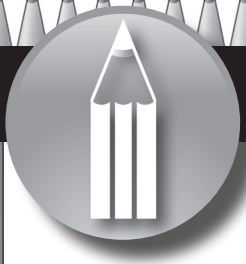
Author's or website name _____

Title of article _____

Date _____

Full *http* address _____

Create a drawing in the box that illustrates your topic.

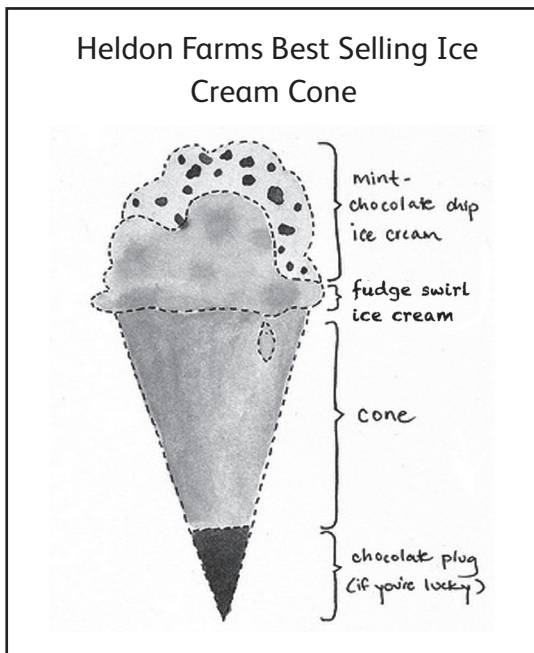


Student Page

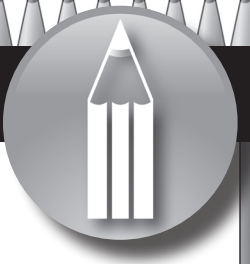
Name: _____

GLEANNING INFORMATION FROM DIAGRAMS, CHARTS, GRAPHS, MAPS (1)

While researching, authors often come across valuable information communicated through diagrams, charts, graphs, timelines, and maps. Information presented graphically can be incorporated into an essay, report, or research paper. Examine and discuss each example, below, and write two detail sentences about information provided in each.



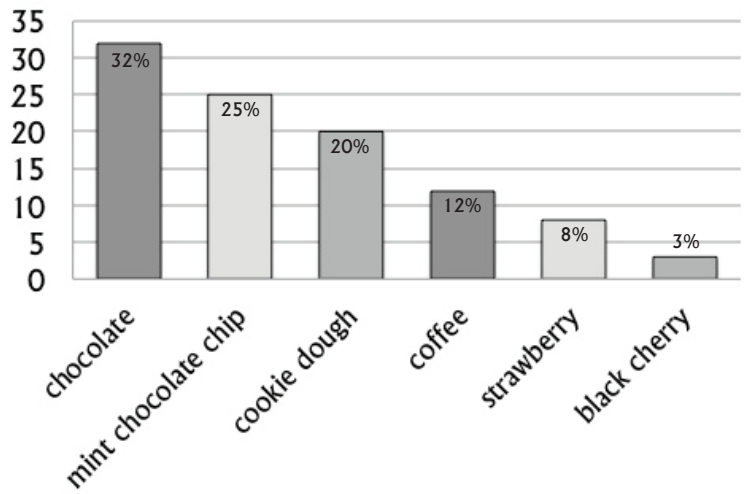
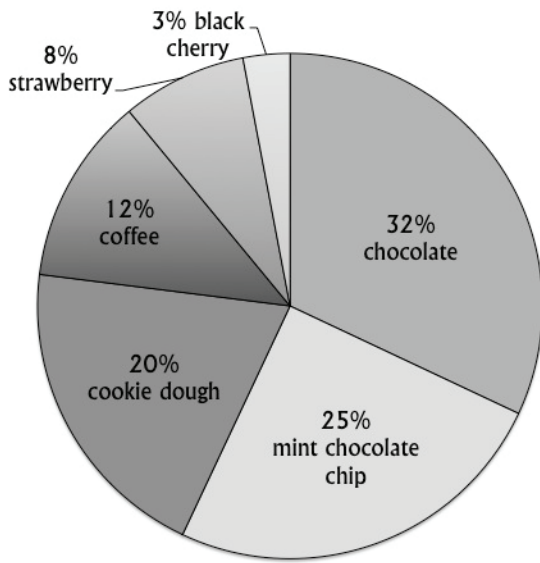




Name: _____

GLEANNING INFORMATION FROM DIAGRAMS, CHARTS, GRAPHS, MAPS (1)

MOST POPULAR ICE CREAM FLAVORS AT HELDON FARMS ICE CREAM SHOP



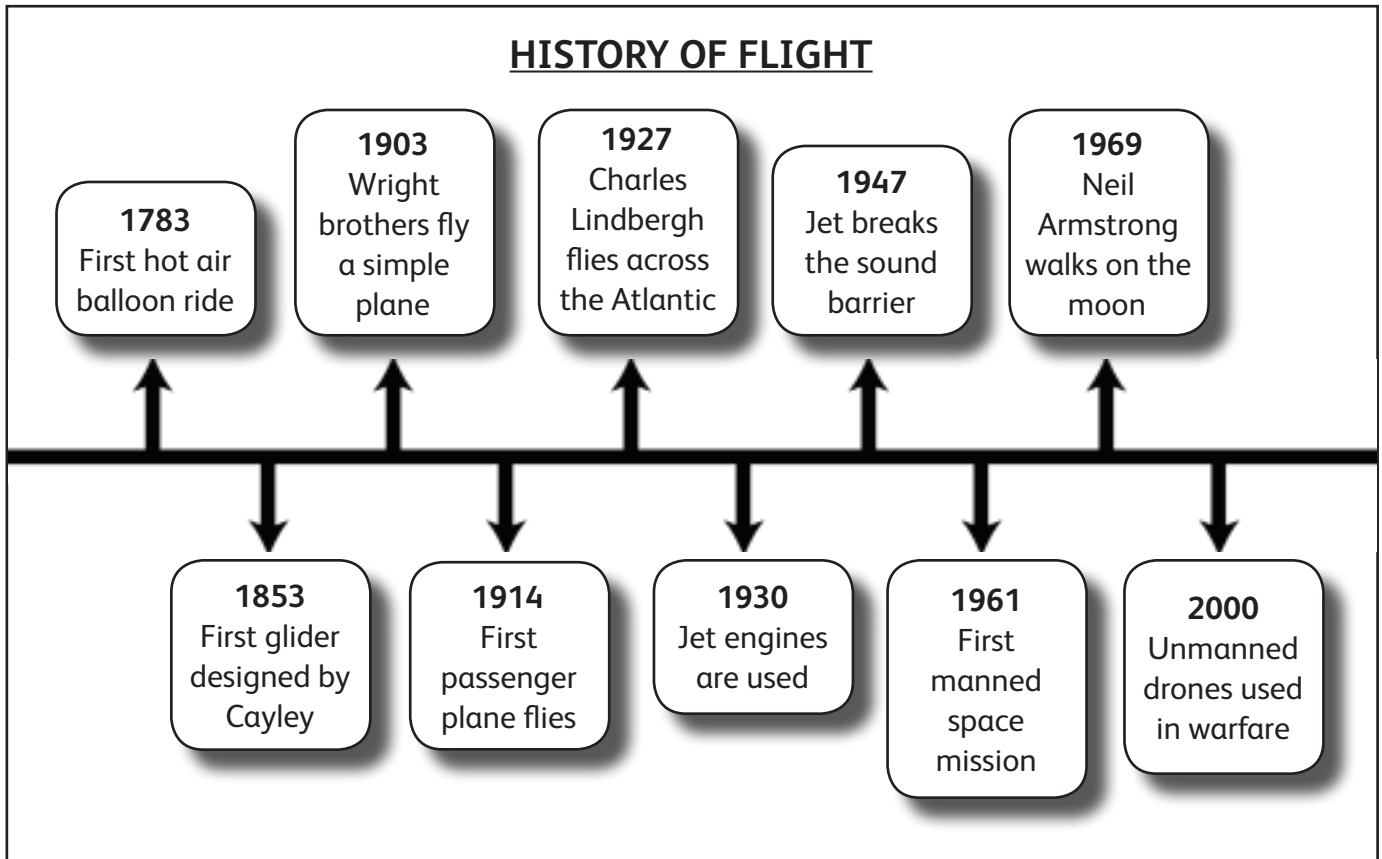


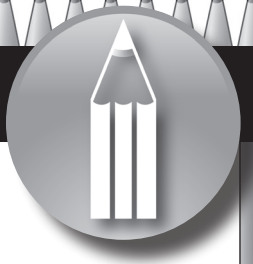
Student Page

Name: _____

GLEANNING INFORMATION FROM TIMELINES (2)

While researching, authors often come across valuable information communicated through diagrams, charts, graphs, and maps. Certain kinds of information about events and when they happened can also be presented graphically in a **timeline**. Examine and discuss the timeline, below, and write three detail sentences about the information provided there.





Name: _____

TAKE SOME NOTES!

Read or listen to each information sentence below and take notes. Write just enough to trigger a memory of what you learned so that you can recall it later. Focus on keywords. (Use the **dash** (–) as a quick way to define or explain something. Use a slash (/) as a way to say “and, or”.)

1. Oceanographers also study marine plants.

Notes: _____

2. The formal scientific study of oceans began in 1872 with the Challenger Expedition.

Notes: _____

3. The earth’s oceans are all interconnected with landforms emerging like islands.

Notes: _____

4. Marine biologists study plant and animal life in our oceans.

Notes: _____

5. Modern technology offers today’s oceanographers more opportunities to learn about oceans than in the past.

Notes: _____

6. Some oceanographers use scuba diving equipment and deep sea diving gear to explore the depths.

Notes: _____

7. Others travel in underwater crafts called submersibles.

Notes: _____

8. A famous submersible called “Alvin” was used to locate and explore the Titanic.

Notes: _____



UNDERSTANDING AND USING NOTES - EXEMPLAR

This student took some good notes during class discussions and from some nonfiction books. Later she went back and read over her notes. The notes triggered the student's memory and she was able to write full sentences about each note. Read through her bulleted notes. (**Remember** a dash (–) often indicates a definition or explanation and a slash (/) often indicates and, or.) See how this student expanded on her notes.

Topic: Characteristics of Living Things

- motion/movement on own All living things move on their own in some way.
- have cells/building blocks of life Living things are made up of cells that are thought of as the building blocks of life.
- food/energy/waste Another way to identify a living thing is to observe whether or not it takes in food. Food produces energy so living things can move. Living things also produce waste.
- animal waste - carbon dioxide/plant waste - oxygen Animals give off waste we call carbon dioxide while plants give off oxygen.
- growth/reproduction You can tell something's alive if it grows and reproduces younger versions of itself.
- sensory responses/awareness All living things are aware of the world around them and respond to the world through their senses.
- adaptations - change to survive Living things will adapt and change in their environments in order to survive.

CHALLENGE: Go back to some science notes you took and translate them into complete sentences!



Name: _____

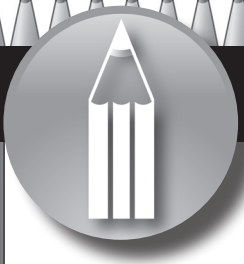
RESEARCH/NOTES/COMPOSITION/CITING SOURCES

Imagine you want to write a paragraph about the appearance of the moon. Read the following passage from a nonfiction book and take some bulleted notes below.

Excerpt: p. 8, *The Moon* by Kathryn Simon, New-World Science Publications ©2003

People have always been fascinated by the moon shining in the night sky. While it inspired many myths and legends, and in some cultures was even revered as a god, the moon is actually a small planetary body made mostly of rock. It orbits planet earth about every twenty seven days. The surface of the moon is made up of millions of craters or large holes formed by collisions with huge meteorites billions of years ago. The moon's harsh environment does not support life. Temperatures can reach 273 degrees (F) during lunar days, and lunar nights bring temperatures of -243 degrees (F).

Notes: _____



Student Page

Name: _____

RESEARCH/NOTES/COMPOSITION/CITING SOURCES

Now, use your notes and your own words to write a short paragraph about **the moon**. Do not copy word for word from the book excerpt. Use a numbered footnote to reference the source on the previous page.





Student Reference Page

THE GOLDEN BRICKS

Five Powerful Building Blocks That Give Your Pillar Strength

QUOTE:

The words of an *authority* or an *expert* on the subject you're writing about. Be sure to tell the reader who the expert is and what his/her qualifications are.

EX. Ms. Kathy Jones, executive producer, says, "This movie will be a hit!"

NOT just: Ms. Kathy Jones says....

STATISTIC:

Information presented as a number, ratio, or percentage.

EX. On average 100,000 people use this product daily.

or

It has been proven that 9 out of 10 people own.....

or

Studies show that 85 % of people visit.....

AMAZING FACT:

An unusual, amazing, little-known fact that will surprise your readers.

EX. It is hard to believe, but when a sea star loses an arm, it will grow another in its place.

ANECDOTE:

A SHORT explicit story used to illustrate a main idea.

EX. That reminds me of the time when I wore my clogs and slipped on the icy path. This is just another example of why it is important to dress appropriately for the weather.

DESCRIPTIVE SEGMENT:

A vivid 2 or 3 sentence description that uses the five senses to illustrate an example of some kind.

EX. Cars and buses rush past in a blur. Taxi horns blare. The air is filled with the smells of exhaust. Pedestrians crowd the sidewalks. Skyscrapers tower overhead. The city is a bustling place.



Name: _____

IDENTIFY/ANALYZE THOSE DETAILS! (1)

Read the paragraph below. Identify the MAIN IDEA of the paragraph and write a “blurb” in the margin. Notice the underlined detail. Tell which kind of detail it is:

- Quote
- Statistic
- Descriptive Segment
- Anecdote
- Amazing Fact

Many people keep exotic birds as pets. Parrots, cockatoos, and mynah birds are just some of the birds people enjoy. They are beautiful creatures to behold with their bright feathers and fancy plumage. These birds make excellent companions—not only do they sing and whistle, but many of them can talk. It’s no surprise that over a million Americans are proud owners of exotic birds!

The boldfaced, underlined detail is an example of a/an _____.

BRAINSTORM: Underline each “WORD REFERENT” the author uses in place of “exotic birds.”

Read this paragraph. Identify the MAIN IDEA of the paragraph and write a “blurb” in the margin. Underline the quote when you find it.

One popular winter sport is hockey. Hockey is a fast-paced spectator sport. Playing the game requires the energy of a speed skater, the precision and aim of a golfer, the balance of a figure skater and the power of a football player! Alberta, Canada hockey enthusiast Matt Wilson says, “There’s nothing more exhilarating than watching the pros take aim, whack that puck, and score a goal!” It’s no surprise that year after year fans flock to buy season tickets to see their favorite teams hit the ice.

BRAINSTORM: Can you come up with some “WORD REFERENTS” the author could use in place of the word “hockey”?

BONUS: See if you can write a similar paragraph about another sport that interests you! Include a quote as a powerful means of elaboration.



Student Page

Name: _____

IDENTIFY/ANALYZE THOSE DETAILS! (2)

Read the paragraph below. Identify the MAIN IDEA of the paragraph and write a “blurb” in the margin. Notice the underlined detail. Tell which kind of detail it is:

- Quote
- Statistic
- Descriptive Segment
- Anecdote
- Amazing Fact

Just about anyone can become a bird-watcher. You set out into the wild with your binoculars and field guide. While involved in this popular pastime, you are surrounded by nature. **Trees reach for the sky, their branches holding small, well-constructed nests, their graceful limbs inviting birds of all kinds. As you stand quietly you will hear the calls of cardinals, chick-a-dees, and doves.** If you are skilled enough, you can answer with your bird-call whistle.

The boldfaced, underlined detail is an example of a/an _____.

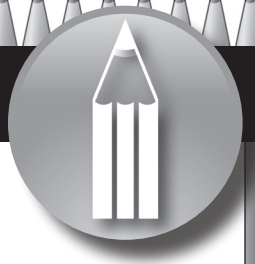
BRAINSTORM: Underline each “WORD REFERENT” the author uses in place of the word “birdwatching”.

Read this paragraph. Identify the MAIN IDEA of the paragraph and write a “blurb” in the margin. Underline the descriptive segment when you find it.

Spring in New England is my favorite time of year. The longer days bring with them new growth of all kinds - crocus pop up, daffodils smile, and trees begin to bud. Birds such as the robin return. I love to hear them sing as they build their nests. During this pleasant time of year I enjoy spending more time outdoors. In fact, the average daytime temperature during spring in New England is 65 degrees. This is great weather for gardening or taking a springtime hike.

BRAINSTORM: Underline the “WORD REFERENT” the author uses in place of “spring.”

BONUS: Which paragraph on this page is informational? Which is opinion?



Name: _____

IDENTIFY/ANALYZE THOSE DETAILS! (3)

Read the paragraph below. The main idea sentence is underlined to remind you what the entire paragraph is about. Following the main idea sentence the author presents a number of details, but illustrates one of them more powerfully by using one of the following kinds of supporting details:

- Quote
- Statistic
- Descriptive Segment
- Anecdote
- Amazing Fact

Underline this powerful supporting detail and, on the blank line beneath the paragraph, indicate which type of detail the author used.

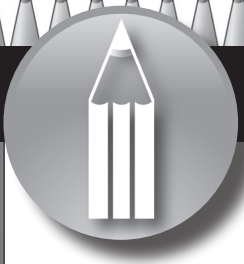
Fast food has become a way of life for many people. Day-to-day living has become so fast-paced that people no longer have enough time to cook complicated meals. For the same reason, on a regular work or school day, people do not have the time to spend at a fancy sit-down restaurant. For some reason, fast food is a quick and convenient alternative to time-consuming home cooking and fine restaurant dining. As a matter of fact, an informal poll in one town showed that 50% more families now visit fast food restaurants at least twice a week, than they did just a decade ago.

Type of detail _____.

BRAINSTORM: This paragraph was excerpted from an informational essay.

What might the topic of the entire essay be? _____

BONUS: Take a poll in your classroom - ask each student: "How many times each week would you say your family eats fast food?" Represent the results of this survey as a **RATIO**. Then represent this as a percentage. Replace the statistic in this piece with your class statistic. Then, take an opinion poll - ask, how many prefer fast food to a home-cooked meal.



Student Page

Name: _____

IDENTIFY/ANALYZE THOSE DETAILS! (4)

Read the paragraph below. Identify the main idea sentence and write a “blurb” in the margin representing that main idea. Following the main idea sentence, the author presents a number of details, but illustrates one of them more powerfully by using one of the following kinds of supporting details:

- Quote
- Statistic
- Descriptive Segment
- Anecdote
- Amazing Fact

Underline this powerful supporting detail and, on the blank line beneath the paragraph, indicate which type of detail the author used.

Art class offers students a variety of educational activities. For those who enjoy getting their hands dirty, there’s sculpting and finger painting. Tidier types might enjoy origami and cut paper mosaics. Instruction is also offered in painting and pastels. Besides all that, some schools offer wood carving, pottery making, and block printing. Janet Smith, Art Director, says, “We try very hard to provide an opportunity for all aspiring artists to find the art activity to which they are best suited.”

Type of detail _____.

BRAINSTORM: This paragraph was excerpted from an informational essay.

What might the topic of the entire essay be? _____

BONUS: Rewrite this as an opinion paragraph. Be sure to include the language of opinion.



Name: _____

SPECIFIC SUPPORTING DETAILS - YOUR “GOLDEN BRICKS” (1)

Read this main idea sentence. It needs some powerful supporting details to convince your readers.

The microwave oven is certainly a time-saver.

Convince your reader with an anecdote*: _____

Convince your reader with a descriptive segment**: _____

***Sentence Starters for an Anecdote:**

- I remember the time _____.
- For example _____.
- I know, in my house _____.
- That makes me think of _____.

****Sentence Starters for a Descriptive Segment:**

- Open the microwave door and _____.
- Can you catch the aroma of _____?
- This marvelous machine _____.
- Don't you just love the _____ way?

BONUS: On a separate piece of paper, write an entire paragraph that supports the main idea sentence. Include a number of basic details that include “What does it look like? Why is it important?” along with your two “golden bricks.” Be sure to use good sentence variety and specific, vivid words.



Student Page

Name: _____

SPECIFIC SUPPORTING DETAILS - YOUR "GOLDEN BRICKS" (2)

Read this broad main idea sentence. It needs some powerful supporting details to convince your readers.

Attending a professional baseball game is different than watching it on TV.

Convince your reader with a descriptive segment*: _____

Convince your reader with a quote**: _____

***Sentence Starters for a Descriptive Segment:**

****Sentence Starters for a Quote:**

Can't you just see _____?

_____ of the Yankees says, "_____".

The sound of _____.

"_____", says baseball fan _____.

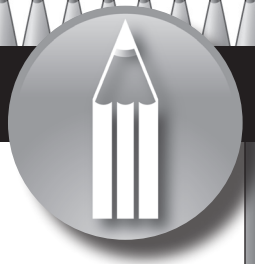
You can almost feel _____.

As _____ always says, "_____!"

Your heart races as _____.

"_____", exclaims _____.

BONUS: On a separate piece of paper, write an entire paragraph that supports the main idea sentence. Include a number of basic details that include "What does it look like? Why is it important?" along with your two "golden bricks." Be sure to use good sentence variety and specific, vivid words.



Name: _____

SPECIFIC SUPPORTING DETAILS - YOUR “GOLDEN BRICKS” (3)

Read this main reason sentence. It needs some powerful supporting details to convince your readers.

The winter landscape after a snowstorm is beautiful.

Convince your reader with an anecdote*: _____

Convince your reader with a descriptive segment***: _____

***Sentence Starters for an Anecdote:**

- I'll never forget the morning when _____.
- The last blizzard we had _____.
- Every winter I _____.
- Right after the storm passes by I _____.
- I remember the time when _____.

****Sentence Starters for a Descriptive Segment:**

- Gazing outside I noticed _____.
- You could almost feel _____.
- The air was _____.
- The trees were _____.
- It's breathtaking to observe _____.

BONUS: On a separate piece of paper, write an entire opinion paragraph that supports the main reason sentence. Include a number of basic details that include “What does it look like? Why is it important?” along with your two “golden bricks.” Be sure to use good sentence variety and specific, vivid words.



Student Page

Name: _____

TRANSITIONAL WORDS AND PHRASES (1)

Read each sentence. Discuss each underlined transitional phrase. Use numbers to indicate which kind of transitional phrase it is.

- DOES IT:**
1. link similar ideas?
 2. present an example?
 3. express alternate/contrasting ideas?
 4. illustrate cause and effect?

#_____ Despite this, bats find their way around in the dark quite easily.

#_____ On account of this, the river is now polluted.

#_____ For instance, you could bake a cake to show your appreciation.

#_____ Not only that, but German Shepherds are good watchdogs.

#_____ On the other hand, dogs can often be pesky.

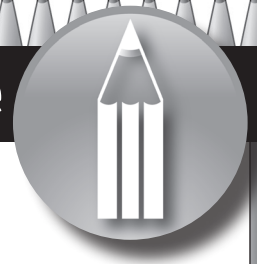
#_____ Consequently, the carpet is worn thin.

#_____ For example, cats love to play with a big ball of yarn.

#_____ Regardless, people still come to the lake to swim.

#_____ Besides that, these creatures are an endangered species.

Notice that if you eliminate the transitional phrase from each sentence, the sentence still makes sense. The reason the author begins with the transitional phrase is to achieve sentence variety and to clue the reader by linking details in terms of their relationship to one another.



MENU OF TRANSITIONAL WORDS AND PHRASES

Transitional Words/Phrases to express additional similar ideas:

Also, _____.	Not only that, but _____.
In addition to this, _____.	It's also true that _____.
Another example of this is, _____.	Plus, _____.
Furthermore, _____.	Besides that, _____.
Likewise, _____.	Incidentally, _____.
Similarly, _____.	In the same way, _____.

Transitional Words/Phrases to show an example:

For example, _____.	An example of this is _____.
Here's what I mean by that- _____.	For instance, _____.
An illustration of this is _____.	I remember the time that _____.

Transitional Words/Phrases to express alternate ideas:

However, _____.	On the other hand, _____.
But, _____.	Still, _____.
Despite this, _____.	Nevertheless, _____.
Nonetheless, _____.	Regardless, _____.
In spite of this _____.	Yet, _____.

Transitional Words/Phrases to express cause and effect:

Because of this _____.	Therefore _____.
For this reason _____.	As a result, _____.
Due to this, _____.	Consequently, _____.
Then, _____.	In view of this _____.
On account of this _____.	



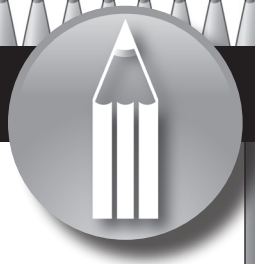
Student Page

Name: _____

RECOGNIZING AND ANALYZING TRANSITIONAL PHRASES (1)

Read the two paragraphs below. Each contains two transitional phrases. Find and circle each transitional phrase. (Use the “menu” to help you.) Then discuss the type of phrase in each paragraph and why the author used it.

1. The wetland habitat is a perfect place for animals to raise their young. Fish lay eggs in the shallow water where they are protected from bigger fish. In the same way, the tall grasses of the marsh provide protection for shore birds building their nests. The still water is a mix of salt and fresh which encourages the growth of algae--perfect food for small fish and water creatures. In addition to this, the marsh is full of insects, plants, and small animals that are an excellent source of food for the many creatures who live there.
2. The library is the ideal place to find information of all kinds. For instance, imagine you are doing a report on snakes. You can find many nonfiction books on that topic in the library. Another time you might want to put together a bibliography of magazine articles about your favorite movie star. You could use one of the library’s many computers to visit a web site or search the Internet for the hard to find information you’re looking for. Besides that, there’s the reference section, chock full of encyclopedias, almanacs, dictionaries, and atlases loaded with facts and figures on every conceivable topic.



Name: _____

RECOGNIZING AND ANALYZING TRANSITIONAL PHRASES (2)

Read the two paragraphs below. Each contains two transitional phrases. Find and circle each transitional phrase. (Use the “menu” to help you.) Then discuss the type of phrase in each paragraph and why the author used it.

1. There are many different kinds of birds. All birds have wings. However, some birds fly and some do not. There are tiny birds such as the hummingbird. On the other hand, there are also giant species like the ostrich. Birds can be identified by their size, color, habitat, and behavior. Birds can even be identified by their distinctive calls.

2. Tornadoes cause damage to personal property. During a tornado you can experience winds of up to 200 miles per hour. On account of this, homes are ripped from their foundations. Cars and trucks are tossed about like toys. These wind funnels pick up branches and debris of all kinds. As a result, personal belongings are often swept up, hurled about, and come crashing down miles from where they belong.



Student Reference Page

HOW TO GENERATE A FULLY ELABORATED, WELL-SUPPORTED INFORMATIONAL PARAGRAPH

AUTHORS INCLUDE:

- A BROAD YET DISTINCT MAIN IDEA SENTENCE
- A number of details related to your main idea
- The **DETAIL-GENERATING QUESTIONS**
“What Does it Look Like?” “Why is it Important?”
“Did you give a specific example?” “Is each detail in a separate sentence?”
- GOOD WORD CHOICE
- SENTENCE VARIETY
- AT LEAST ONE POWERFUL GOLDEN BRICK DETAIL IN EACH PARAGRAPH
Quote • Statistic • Descriptive Segment • Anecdote • Amazing Fact

AUTHORS AVOID:

- Overly vague words and phrases such as: *nice, fun, good, pretty, cool, awesome, great, big, interesting, stuff, things, and much more*
- The “**Grocery List**”: (Do not list your details in a single sentence. Put each detail in a separate sentence. **ex.** *Frogs eat beetles, moths, mosquitoes, small fish, and smaller frogs.*)
- The “**Broken Record**”: (Do not begin each sentence with the same words: **ex.** *There are.....There are.... There are.....*)
- Too Much “**Telling**”: (Instead of saying that something is terrific, **SHOW** your reader what terrific looks like through the use of an example or two.)



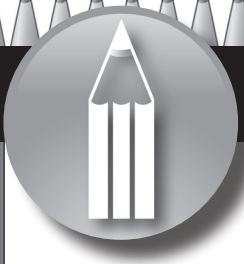
HOW TO WRITE AN EFFECTIVE RESPONSE TO TEXT PARAGRAPH

AUTHORS INCLUDE:

- A **BROAD YET DISTINCT MAIN IDEA SENTENCE**
- A number of **PARAPHRASED DETAILS** from the source text that support the main idea
- Direct **QUOTES** or **CITATIONS** from the source text that support the main idea
- **WORD REFERENTS**
- **CITING SENTENCE STARTERS**
- **INFORMATIONAL VERBS**
- Powerful **WORD CHOICE**
- **TRANSITIONAL WORDS, PHRASES**

AUTHORS AVOID:

- Copying evidence word for word from the source text (**PLAGIARIZING**)
- The “**Grocery List**”: (Do not list your details in a single sentence. Put each detail in a separate sentence.)
- The “**Broken Record**”: (Do not begin each sentence with the same words.)
- Paraphrasing without a reference to where the information was found in the source text



Student Page

Name: _____

REVISE THIS PARAGRAPH (1)

In the boxed paragraph below, the author included too many general, vague details. It is clear the author did not apply the **detail-generating questions**:

- What Does it Look Like? • Why is it Important?

Did you give a specific example? • Is each detail in a separate sentence?

The author did not use any **Golden Bricks** (Quotes, Statistics, Amazing Facts, Anecdotes, Descriptive Segments) and did not pay attention to **good sentence variety**. Read the paragraph below and REVISE it on another sheet of paper, using all of the techniques you've learned. You may also use the sentence starters at the bottom of this page.

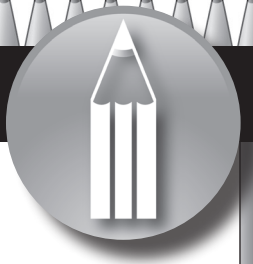
My aunt is one of my favorite people. We always have fun together. Sometimes we go places. She picks me up and we do fun stuff. She is funny and makes me laugh a lot. I love laughing with her. I love to go places with her, too. She always has a new idea and that is why she is fun to be with.

The following sentence starters may help you achieve good sentence variety:

Sentence Starters:

For instance _____.	Another fun thing we do together is _____.
I'll never forget _____.	And not only that, my aunt _____.
Would you believe that _____.	It's hard to believe, but _____.
And that's not all... _____.	I'm still amazed about _____.
Did I mention that _____.	You can understand why _____.

BONUS: Is this paragraph informational or does it express an opinion?



Name: _____

REVISE THIS PARAGRAPH (2)

In the boxed paragraph below, the author included too many general, vague details. It is clear the author did not apply the **detail-generating questions**:

- **What Does it Look Like?**
- **Why is it Important?**

Did you give a specific example? • **Is each detail in a separate sentence?**

The author did not use any **Golden Bricks** (Quotes, Statistics, Amazing Facts, Anecdotes, Descriptive Segments) and did not pay attention to **good sentence variety**. Read the paragraph below and REVISE it on another sheet of paper, using all of the techniques you've learned. You may also use the sentence starters at the bottom of this page.

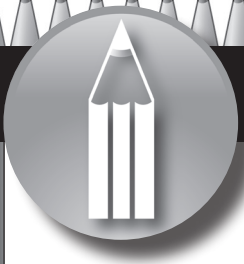
Summer is the best time of year to enjoy the outdoors. I love the summer weather. It is great. It is my favorite season of the year because there is lots to do. It is better than winter, fall, or spring. That is why it is my favorite season.

The following sentence starters may help you achieve good sentence variety:

Sentence Starters:

- | | |
|--|-----------------------------------|
| For instance _____. | Another fun thing to do is _____. |
| When I think of summer I think of _____. | Don't you just love _____. |
| Another reason I love summer is _____. | Surely you agree that _____. |
| And not only that, _____. | I'm always delighted when _____. |
| Of course, _____. | In winter you can't _____. |

BONUS: Is this paragraph informational or does it express an opinion?



Student Page

Name: _____

REVISE THIS PARAGRAPH (3)

In the boxed paragraph below, the author included too many general, vague details. It is clear the author did not apply the **detail-generating questions**:

- **What Does it Look Like?**
- **Why is it Important?**

Did you give a specific example? • Is each detail in a separate sentence?

You be the editor! What weaknesses do you see in the paragraph below? Read the paragraph and think about all of the skills you've worked on to date. REVISE this paragraph on another sheet of paper, using all of the techniques you've learned. You may also use the sentence starters at the bottom of this page.

Turtles are unusual looking creatures. They are green with sort of a shell on them. I've never seen another animal like a turtle. They are interesting. Sometimes they are brownish. They have four legs and a tail. They can pull their head into their shell.

The following sentence starters may help you achieve good sentence variety:

Sentence Starters:

The remarkable turtle has _____ .	This unusual creature _____ .
You'd be amazed at _____ .	Looking closely you'll detect _____ .
Did I mention the _____ ?	When gazing at a turtle you'll _____ .
These funny little beasts remind me of _____ .	Don't let me forget to tell you about _____ .

BONUS: Is this paragraph informational or does it express an opinion?



Name: _____

REVISE THIS PARAGRAPH (4)

In the boxed paragraph below, the author included too many general, vague details. It is clear the author did not apply the **detail-generating questions**:

- **What Does it Look Like?**
- **Why is it Important?**

Did you give a specific example? • **Is each detail in a separate sentence?**

You be the editor! What weaknesses do you see in the paragraph below? Read the paragraph and think about all of the skills you've worked on to date. REVISE this paragraph on another sheet of paper, using all of the techniques you've learned. You may also use the sentence starters at the bottom of this page.

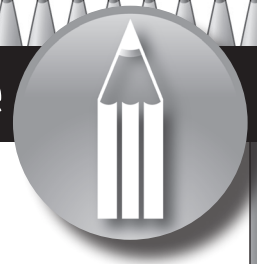
A good friend should be loyal. Why would anyone want a friend who wasn't loyal? Being loyal is important. A loyal friend is the best kind to have. A loyal friend will stick up for you. A loyal friend will say nice things about you. I know because my friend, Jill, is very loyal.

The following sentence starters may help you achieve good sentence variety:

Sentence Starters:

- | | |
|--|--|
| One thing a friend provides is _____ . | I am always challenged by _____ . |
| A true and loyal friend _____ . | You'd expect a loyal friend to _____ . |
| Trusted friends never ever _____ . | Actually, my friend _____ . |
| Sometimes friends will _____ . | I always feel better when _____ . |
| Have you ever had a friend who _____ ? | |

BONUS: Is this paragraph informational or does it express an opinion?



SENTENCE STARTERS FOR USE IN A “HOW TO” PIECE

The next step involves _____ . Be sure to _____ .
Play close attention to _____ . Continue by _____ .
After that _____ . Once this is accomplished, go on to _____ .
It's important to remember to _____ . Now you can start to _____ .
Next, _____ . Always keep in mind that _____ .
It is critical that you _____ . As you continue, be sure to _____ .

SENTENCE STARTERS FOR USE IN A “CRITICAL STANCE RESPONSE”

In my experience, _____ . Think about this _____ .
Have you considered that _____ ? It seems to me that _____ .
I am convinced that _____ . Certainly, _____ .
This calls to mind _____ . I believe that _____ .
An example of this is _____ . I have seen others who _____ .
For example, _____ . I know in my own life _____ .
I have come to see that _____ . Life has shown me that _____ .

SENTENCE STARTERS FOR USE IN A “RESPONSE TO TEXT”

This is clear when _____ . In the text we see how _____ .
Specifically _____ . This is evidenced by _____ .
The reader sees _____ . This is demonstrated by the fact that _____ .
The author shows us that _____ . We see an example of this when _____ .
When _____ . The proof is _____ .
For example, _____ . The main character demonstrates this when _____ .
An illustration of this is _____ . We understand this clearly when _____ .
The author proves this when _____ . We observe this when _____ .

SENTENCE STARTERS FOR USE IN A “COMPARE/CONTRAST” PIECE

Similarly, _____ . However, have _____ .
On the other hand _____ . In the same way _____ .
They differ in that _____ . One trait they share is _____ .
Conversely, _____ . Another similarity is _____ .
Another difference is _____ . Likewise, _____ .
A like characteristic is _____ . They deviate in that _____ .
These creatures share _____ . In the same way _____ .
In contrast, _____ .



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USING INFORMATION TO CREATE WELL-DEVELOPED PARAGRAPHS (1)

The author is writing a paragraph around the following main idea:

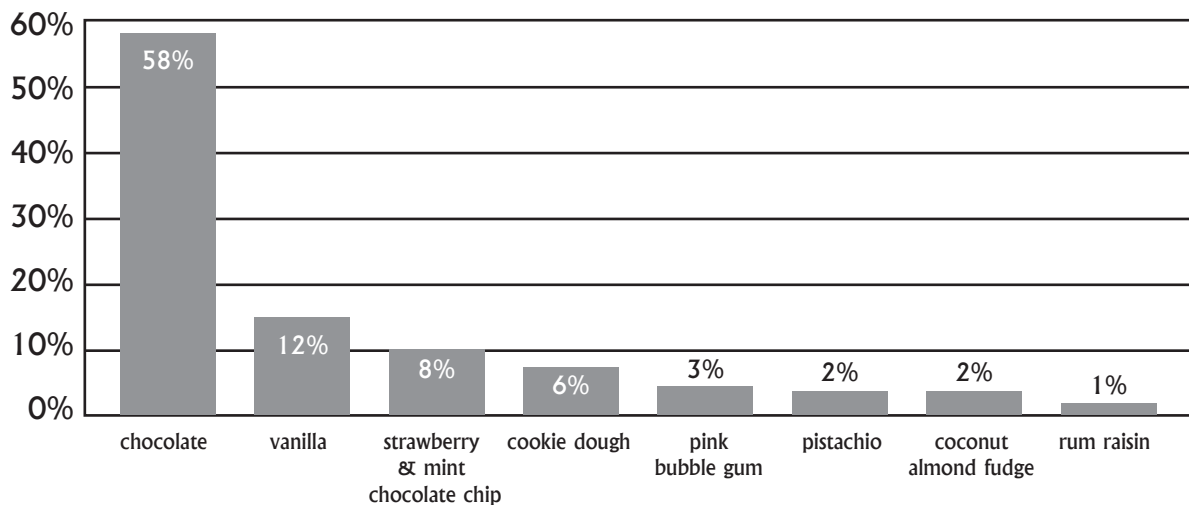
Ice cream is made with a wide variety of ingredients.

Read the following fact sheet on the topic: ICE CREAM. Some of the information will be useful in supporting this main idea, and some details will not. Use the information provided in order to write a fully elaborated paragraph about the main idea, above. Be sure to use the detail-generating questions (What does it look like? Why is it important?) as well as some Golden Bricks. Be certain that each detail supports the main idea. Remember, when you used information from the graph use citing sentence starters to reference this data.

FACT SHEET

ice cream was developed in Italy in the 1600s • began being manufactured in the U.S. in 1851 • primary ingredient is cream • gelatin makes ice cream smooth • fruit flavors can be added • topped with nuts or sprinkles • popular flavors include chocolate and vanilla • sugar • French ice cream includes egg yolks • ice cream is homogenized before it is frozen • often served with whipped cream • nuts, chocolate chips, or chunks can be mixed in • butterscotch, caramel, or fudge can be swirled through the ice cream • contains a lot of fat • soft serve is simply regular ice cream sold before it hardens • a favorite dessert • the cream and flavoring mixture is poured into a freezing tank

SMITHVILLE SCHOOL POLL - FAVORITE ICE CREAM FLAVORS





Name: _____

USING INFORMATION TO CREATE WELL-DEVELOPED PARAGRAPHS (2)

The author is writing a paragraph around the following main idea:

The Titanic has many elegant, first class features.

Read the following fact sheet on the topic: THE TITANIC. Some of the information will be useful in supporting this main idea, and some details will not. Use the information provided in order to write a fully elaborated paragraph about the main idea cited above. Be sure to use the detail-generating questions (What does it look like? Why is it important?) as well as some Golden Bricks. Be certain that each detail supports the main idea.

FACT SHEET

882 feet long • 9 decks • nicknamed “Millionaires’ Special” • had a swimming pool • built in Ireland • nicknamed “Unsinkable Ship” • had a gymnasium • had three propellers • famous elegant first class grand staircase under a glass dome • White Star Line • first-class cabins had thick carpets and marble sinks • Captain Edward J. Smith • world’s richest passenger, John J. Astor, was aboard • left April 10, 1912 • squash court • Turkish steam baths • less fancy cabins for second class, third class and crew • received many iceberg warnings • collided with iceberg 400 miles from Newfoundland • first-class restaurants with high Victorian decor • real silver and fine china dishes • Veranda and Palm Court with wicker furniture and trellised, ivy walls • sister ship: Olympic • sent an SOS and sent distress rockets • not enough life boats • many bands aboard • Carpathia comes to the rescue • ornate clocks and chandeliers • expensive artwork

TIMELINE OF THE TITANIC

