



# **Grade 6 Informational Writing Guide**

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

### **SECTION 3: Elaboration – Detail Generating Questions**

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## DETAIL-GENERATING QUESTIONS

### **WHAT DOES IT “LOOK” LIKE?**

Sound like? Feel like?

Taste like? Smell like? Seem like?

*You may need to research this!*

### **WHY IS THAT IMPORTANT?**

Why is that important to your main idea?

*You may need to research this!*

### **IS EACH DETAIL IN A SEPARATE SENTENCE?**

Separate the Grocery List!

### **DID YOU GIVE A SPECIFIC EXAMPLE?**

Avoid general language such as  
“stuff,” “things,” “nice,” etc.

Name \_\_\_\_\_

## JUST OKAY...OR MUCH BETTER?

Read each pair of sentences. In one sentence the author simply states a fact. In the other, the author presents the same fact, in a much stronger way. Label each sentence, **JUST OKAY** if it's the bare-bones fact, or **MUCH BETTER** if the author fully elaborates.

1. \_\_\_\_\_ Cactus is one of the few plants that thrives in a desert environment where it is arid, which means hot and with very little rain.

\_\_\_\_\_ Often covered with sharp spines and clusters of colorful blossoms, cactus has the ability to store water in its thick, rounded stem so that it can thrive in a hot, dry desert environment.

2. \_\_\_\_\_ Tall and muscular, but gentle in nature, the powerful draft horse is made for hauling heavy loads and plowing acres of farmland.

\_\_\_\_\_ Huge Draft horses were bred to work hard on farms and ranches in many parts of the world.

3. \_\_\_\_\_ Even on a sunny summer day in the scenic Alps, there's a chance that an avalanche could occur as a massive slab of snow tumbles down the rugged mountain peaks at speeds of up to 80 miles per hour.

\_\_\_\_\_ Terrifying to most of us, avalanches can occur in the winter or at any time of the year in the mountain regions such as the Alps.

4. \_\_\_\_\_ The place people call Patagonia is located far from the bustle of modern-day cities at the tip of the continent of South America.

\_\_\_\_\_ Known for its vast mountains, glittering glaciers, and unpredictable, extreme weather, Patagonia is a remote and wild land at the southern tip of South America that adventure seekers dream of exploring.

5. \_\_\_\_\_ It may be hard to believe, but there are more than 300 breeds of big and small dogs that you can adopt from a shelter or buy at a pet store.

\_\_\_\_\_ Friendly spaniels, tiny chihuahuas and short-legged dachshunds are just three of the more than 300 breeds of dogs you have to choose from when you're looking for a loyal pet to love.

Name \_\_\_\_\_

## **SENTENCE MATCHING - WHAT DOES IT LOOK LIKE? WITH WHY IS IT IMPORTANT?**

When you're using detail-generating questions, it's helpful to follow "What Does it Look Like?" with "Why is it Important?" This can be done in one or more sentences. Using a line, connect each "What Does it Look Like?" sentence in Column 1 with its matching "Why is it Important?" sentence or sentence part in Column 2.

### *Column 1*

#### **What does it look like?**

The golden, glowing eyes of an owl are widely spaced and large

Nearly blind, but with very sharp hearing, bats can create sound waves that help them navigate their surroundings.

In the still of night, scents linger in the air

Thick, downy feathers give owls another advantage in the dark.

Great hearing and eyes that appear bright green in the darkness help foxes track down prey at night.

### *Column 2*

#### **Why is it important?**

so that coyotes and other nocturnal animals who depend on their keen sense of smell are able to locate prey.

Being active in the evening helps a fox evade its own natural enemies, such as bobcats.

This lush plumage allows them to silently stalk the night skies.

This unique ability is called echolocation and helps the flying mammal hunt after sundown.

so that they are able to spot prey easily by the light of the moon.

**BONUS:** If these sentences appeared in an informational text, what would the TOPIC be?

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Name \_\_\_\_\_

## **WRITING SENTENCES WITH “WHAT DOES IT LOOK LIKE? WHY IS IT IMPORTANT?” (1)**

Read the detail sentence below. Revise the sentence using the detail-generating questions:  
What does it look like? Why is it important?

**Example:**

**Detail Sentence:**

*Hurricanes often strike coastal areas particularly hard.*

**Revision:**

*Bringing torrential rains and howling winds, hurricanes often strike coastal areas particularly hard since extreme tides can cause widespread flooding as well as the erosion of beaches and wetlands.*

**Detail Sentence:**

*Most students enjoy doing science experiments.*

**Your revision:**

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Name \_\_\_\_\_

## WRITING SENTENCES WITH “WHAT DOES IT LOOK LIKE? WHY IS IT IMPORTANT?” (2)

Read the detail sentence below. Revise the sentence using the detail-generating questions:  
What does it look like? Why is it important?

**Example:**

**Detail Sentence:**

*Baseball is a great game.*

**Revision:**

*With speedy base runners, confident pitchers and powerful home run hitters, baseball is a great game to that allows you to bring your own particular athletic gifts to the diamond.*

**Detail Sentence:**

*Cereal and milk is a good breakfast.*

**Your revision:**

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Name \_\_\_\_\_

## **WRITING SENTENCES WITH “WHAT DOES IT LOOK LIKE? WHY IS IT IMPORTANT?” (3)**

Read the detail sentence below. Revise the sentence using the detail-generating questions:  
**What does it look like? Why is it important?**

**Example:**

**Detail Sentence:**

*Valentine’s day is celebrated around the world.*

**Revision:**

*During the cold, gray days of February, Valentine’s Day warms the hearts of people around the world as they shower the ones they love with rich chocolate and other such indulgences.*

**Detail Sentence:**

*A snowstorm can cause problems on the highway.*

**Your revision:**

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**Detail Sentence:**

*Chameleons can change their colors.*

**Your revision:**

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Name \_\_\_\_\_

## FIND THE OVERLY GENERAL WORDS AND PHRASES

Read the paragraph below about koalas. Look at the words in boldface print. These words are far too general and do not add to the elaboration of the piece.

Koalas are definitely cute. These **nice** little animals are often called Koala Bears, but that is incorrect. Koalas have very little in common with bears. They are **much more** like wombats. Koalas hang out in trees and they eat plants. It is **fun** to watch Koalas climb around their cages in zoos. They are not endangered yet, but their numbers are declining for **many** reasons.

Now read the revised paragraph below. The author has provided specific examples instead of overly general words or phrases. Decide which paragraph is more powerful.

With **large fluffy ears** and **round, dark eyes**, Koalas are definitely adorable. While these appealing animals are often thought of as small species of bear, they are actually **marsupials who carry their young in pouches** like wombats and kangaroos. With **long, sharp claws on both its front and back paws**, Koalas are great climbers who live in **tall trees** where they are protected from the carnivores who prey on them, such as the **dingo, an aggressive wild canine** native to Australia. The mainstay of the Koala's diet is the minty-scented **eucalyptus leaf**, which is low in nutrition. As a result, Koalas must spend at least five hours a day eating to get enough of the nutrients they need to survive. Today, Koalas are a favorite attraction at zoos around the world where **people marvel at their remarkable climbing abilities** and **love to watch the babies take piggy-back rides** on their mothers. Captive breeding of the species is taking place at some zoos, too. This is critically important to the future of the koala since **80% of its native habitat has been destroyed in the past decades**, much of it **cleared to make way for human settlement**. **Drought** and **fire** also contributed to this loss of habitat. While not yet considered an endangered species, the Australian Koala Foundation estimates that populations have declined by as much as **90%** in some parts of Australia.



Name \_\_\_\_\_

## CAN YOU GIVE A SPECIFIC EXAMPLE?

When reading, it is always more interesting when the author includes specific examples.

**Ex:** Yeti is a mythical beast of the Himalayas.

This is very general. The following revision has specific examples:

Also called the **abominable snowman**, the mythical beast known as Yeti has **shaggy white hair** that keeps it warm as it roams the **steep, icy peaks** of the **rugged Himalayas**.

**General Sentence:**

Being in a parade is exciting.

**Your revision:**

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**General Sentence:**

A salad has lots of different things in it.

**Your revision:**

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**General Sentence:**

Start your day with a good breakfast.

**Your revision:**

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Name \_\_\_\_\_

## BREAK UP THAT GROCERY LIST! (1)

Read the example in the box below and see how the grocery list has been broken into separate sentences. Do the same as you revise the next sentence. Be sure to use the sentence starters if you're stuck.

**Ex:** *In case of a power outage, make sure your house is stocked with bottled water, flashlights, batteries, kindling and matches.*

**Revision:** *When a hurricane is in the weather forecast, a power outage just might occur, and it's important to be prepared. You will want to make sure you have lots of bottled water on hand for drinking and washing. Since it may be your only source of light, a bright, reliable flashlight will be essential, too. Stock up on batteries just in case yours need to be replaced. Since your heating system probably won't work when you lose power, you may have to depend on your fireplace for heat. Use large wooden matches to start your fire without burning your fingertips. Remember, the more small, dry sticks of kindling you have, the faster your fire will ignite.*

**Now, revise the following:**

*When I go to the beach, I always bring sunscreen, a boogie board, a water bottle, a towel, snacks and an umbrella.*

**Your revision:**

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**SENTENCE STARTERS:**

I always make sure \_\_\_\_\_ .

To enjoy a day at the beach, I need \_\_\_\_\_ .

I never forget \_\_\_\_\_ .

I wouldn't want to be without \_\_\_\_\_ .

Name \_\_\_\_\_

## BREAK UP THAT GROCERY LIST! (2)

On a separate sheet of paper, revise the following short paragraphs in order to break up the grocery list.

Be sure to use the sentence starters if you're stuck.

1. *It's an exciting day when you head off to the local animal shelter to adopt a kitten. But you'll want to stop at the pet store to buy cat food, a scratching post, a collar and a couple of great toys for your fluffy new friend.*

**SENTENCE STARTERS:**

Remember to get \_\_\_\_\_ .  
Your kitten will need \_\_\_\_\_ .  
Don't forget the \_\_\_\_\_ .  
Select a few \_\_\_\_\_ .

2. *It is spring break and you're going on a cruise. Be sure to pack a camera, bathing suit, sunscreen, a hat, comfortable walking shoes and at least one fleece hoodie.*

**SENTENCE STARTERS:**

Of course, you will need \_\_\_\_\_ .  
On a sunny day \_\_\_\_\_ .  
You'd be lost without \_\_\_\_\_ .  
Don't forget \_\_\_\_\_ .

Name \_\_\_\_\_

## USING DETAIL-GENERATING QUESTIONS (1)

Read the paragraph below. The author has simply listed a few facts about going to the candy store. Instead, the author should have SHOWN us what the candy store (and its selection of goodies) looks, smells and tastes like. On another piece of paper, revise this paragraph using the detail-generating questions as shown below. You can use the sentence starters at the bottom of the page to vary your sentences. Finally, look over your completed paragraph and highlight the “What does it look like?” parts of your sentences in red and the “Why is it important?” parts in blue.

- **WHAT DOES IT LOOK LIKE?**
- **WHY IS IT IMPORTANT?**
- **CAN YOU GIVE A SPECIFIC EXAMPLE?**
- **IS EACH DETAIL IN A SEPARATE SENTENCE?**

Going to the candy store is always a treat. You can choose jellybeans or salt water taffy. It might be hard to decide between licorice whips, gummy bears and cotton candy. You could also choose chocolate bars with nuts. Some candy stores even have old-fashioned soda fountains.

Going to the candy store is always a treat. You can choose jellybeans or salt water taffy. (**What does it look like? Why is it important?**) It might be hard to decide between licorice, spicy fireballs, gummy bears or cotton candy (**Is each detail in a separate sentence?**) You could also choose chocolate bars with nuts. (**What does it look like? Why is it important? Can you give a specific example?**) Some candy stores even have old-fashioned soda fountains (**What does it look like? Why is it important?**)

**SENTENCE STARTERS:**

- Do you find \_\_\_\_\_ ?
- Imagine the taste of \_\_\_\_\_ .
- For a little something different, try \_\_\_\_\_ .
- If you really want \_\_\_\_\_ .



Name \_\_\_\_\_

## USING DETAIL-GENERATING QUESTIONS (2)

Read the paragraph below. The author has simply listed the ingredients and cooking tools needed to make dog biscuits. Instead, the author should have SHOWN us what each ingredient and the finished biscuits might look and smell like. On another piece of paper, revise this paragraph using the detail-generating questions. Research dog biscuit recipes on the internet to get the information you need. You can use the sentence starters at the bottom of the page to vary your sentences. Look for and correct redundant word choice and always remember to break up the grocery list! Finally, look over your completed paragraph and highlight the “What does it look like?” parts of your sentences in red and the “Why is it important?” parts in blue.

Do you know how to make dog biscuits? It’s easy. All you need is flour, baking powder, baking soda, butter and chicken or beef broth. You can use those little cubes that dissolve in hot water to make the broth. You will also need a rolling pin, cookie cutters and a cookie sheet. You might want to add some garlic. Your oven should be preheated to 430 degrees.

### **SENTENCE STARTERS:**

You will need \_\_\_\_\_ .

Make sure \_\_\_\_\_ .

Your dog will love the flavor of \_\_\_\_\_ .

Mix your ingredients \_\_\_\_\_ .

Remember to \_\_\_\_\_ .



Name \_\_\_\_\_

## FLIP THE SENTENCE SUBJECT! (1)

Read each sentence below from a paragraph about the Grand Canyon. Notice the redundant sentence structure. The following group of sentences reads like a “broken record”.

*Alaska has the largest old-growth forests in North America.*

*Alaska has areas of permafrost in its arctic regions.*

*Alaska has 30 different mountain ranges and North America’s highest peak.*

One way to correct this problem is by “flipping” the sentence subject:

<u>INSTEAD OF</u>	<u>FLIP THE SENTENCE</u>
Alaska has the largest old-growth forests in North America.	The largest old-growth forests in North America can be found in Alaska.
Alaska has areas of permafrost in its arctic regions.	In its Arctic regions, Alaska has areas of permafrost.
Alaska has 30 different mountain ranges and North America’s highest peak.	Along with North America’s highest peak, Alaska has 30 different mountain ranges.

Then, identify a critical element and “show” rather than “tell” and add some description!

<u>INSTEAD OF</u>	<u>WHAT DOES IT “LOOK” LIKE?</u>
The largest old-growth forests in North America can be found in Alaska.	With stands of fragrant spruce and towering Hemlock trees, the largest old-growth forests in North America can be found in Alaska where they provide shelter to a wide range of wildlife species.
In its Arctic regions, Alaska has areas of permafrost.	In its northernmost regions near the icy Arctic circle, Alaska has areas of permafrost, soil that remains frozen throughout the year and serves an essential ecological purpose.
Along with North America’s highest peak, Alaska has 30 different mountain ranges.	Known for its dramatic landscapes against the northern skies, Alaska is home to North America’s highest peak as well as 30 different mountains, many of which experience regular volcanic activity.

**REVISE** these two sentences by flipping the subject and adding description.

1. It is fascinating to learn about the rich history of the world.

\_\_\_\_\_

2. Hawks soar in the sky and scout out prey with their extraordinary vision.

\_\_\_\_\_

**BONUS:** Create two word referents for “Alaska.” \_\_\_\_\_

Name \_\_\_\_\_

## FLIP THE SENTENCE SUBJECT! (2)

Read each sentence below from a paragraph about London. Notice the redundant sentence structure. The following group of sentences reads like a “broken record”.

**One of the landmarks of London is the Tower of London.**

**Another landmark in London is Buckingham Palace.**

**Another landmark in London is Big Ben.**

One way to correct this problem is by “flipping” the sentence subject:

<u>INSTEAD OF</u>	<u>FLIP THE SENTENCE</u>
One of the landmarks of London is the Tower of London.	The Tower of London is one of the landmarks of London.
Another landmark in London is Buckingham Palace.	Buckingham Palace is another landmark in London.
Another landmark in London is Big Ben.	Big Ben is another landmark in London.

Then, identify a critical element and “show” rather than “tell” and add some description!

<u>INSTEAD OF</u>	<u>WHAT DOES IT “LOOK” LIKE?</u>
The Tower of London is one of the landmarks of London.	Standing on the banks of the River Thames, the Tower London is an iconic landmark where the crown jewels are stashed.
Buckingham Palace is another landmark in London.	Surrounded by acres of lush gardens, Buckingham Palace is the historic 772-room residence of the reigning British monarch.
Big Ben is another landmark in London.	With four clock faces that are beautifully illuminated at night and when Parliament is in session, Big Ben has been ticking since 1859 and didn’t stop even when bombs were falling all around the city during World War II.

**REVISE** these two sentences by flipping the subject and adding description.

1. The radio plays new tunes and old favorites.

\_\_\_\_\_

2. Good dance music is a must at any celebration.

\_\_\_\_\_

**BONUS:** Create a word referents for “landmark.” \_\_\_\_\_

## ELABORATION TOOLS FOR RESPONSE TO TEXT TASKS

When writing in response to text, it's important to cite evidence from the source material without copying word for word. Here are some ways to cite evidence in interesting ways:

- **SUMMARIZE**

In a sentence or two, *summarize* the topic and main ideas of the source material.

**Ex.** *In the texts The Appalachians: The World's Oldest Mountain Range and The Himalayas: The World's Youngest Mountain Range, we explore physical features of two different highland regions and learn about the plant and animal life found there, as well as the human history of each.*

- **PARAPHRASE**

In your own words, rephrase specific details in the source material in order to support your summary.

**Ex.** *Used to generate electricity, clean burning coal is found in abundant supply in the mountains.*

- **CITE THE SOURCE TEXT**

Cite specific words, phrases, examples from the source material, using quotation marks to indicate the source author's exact words.

**Ex.** *In paragraph three the author states: "The remains of humans who stood over eight feet tall with double rows of teeth and skulls twice as thick as our own have been found in several burial mounds in the southeastern Appalachians."*



Name \_\_\_\_\_

## READING AND SUMMARIZING TEXTS

1. Read the text titled The Immigration Experience: Filipinos in North America.
2. Annotate it, marking in the following: TOPIC, INTRODUCTION, MAIN IDEA BLURBS, CONCLUSION. Then fill in the summarizing framework, below:

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

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

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

**MAIN IDEA #3:** \_\_\_\_\_

3. Finally, write a summarizing paragraph based on this framework on the lines below. Be sure to use informational verbs.

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- recognize • understand • learn about • discover • uncover • reveal • study
- examine • observe • analyze • investigate • find out • focus on • research
- know • delve • consider • determine • remember • explore
- become familiar with • be on the lookout • become aware of

Now, on the back of this paper, do the same thing for the partner text titled The Journey of Italians to the Americas. Be sure to read, annotate, create a summarizing framework, and then construct a summary paragraph using informational verbs.

Name \_\_\_\_\_

## The Immigration Experience: Filipinos in North America

Imagine a tropical island paradise with beaches full of beautiful seashells found nowhere else on earth. Look up and maybe you'll spot the cutest species of monkey in the world, the big-eyed, baby-faced Philippine Tarsier, climbing up the trunk of a towering palm tree. The natural wonders of the Philippine Islands attract tourists, but life for residents is not quite so pleasant. Today, Filipino people constitute the 4th largest foreign-born populations both in the U.S. and Canada. Let's explore the history of Filipino immigration, find out why these hard-working people leave their native island, and learn about the new lives they build for themselves.

The history of Filipino immigration to North America began in the late 1800s when these Pacific Islanders first arrived to fill agricultural labor shortages as industrialized, large-scale farming began. Often, they filled the jobs left behind by Chinese workers, who were banned from working in the U.S. by the Chinese Exclusion Act of 1882. After World War II almost 500,000 new arrivals, many of them war brides and recruits into the armed forces, immigrated to the newly minted superpower. Filipino immigration slowed during the years of the Great Depression, as well as the 1950s and early sixties, but started up again when immigration policy became more welcoming to Asians in 1965. Both Canada and the U.S. have been welcoming a steadily increasing number of Filipino immigrants ever since.

Like most immigrants, Filipinos leave their homeland with the hope of increased opportunity and a better standard of living. Over the past several decades, rapid urbanization of the Philippines led to the loss of many small family farms and the traditional, self-sufficient ways of island life grew less and less feasible. Badly overcrowded and polluted, the capital city of Manila is known for its shameful income inequality. While a privileged few are lavishly rich, most residents are desperately poor and faced with few options for a better future. Additionally, the government of the Philippines has long been

suspected of corruption. Taxes tend to be high while services, such as public transportation and highway maintenance, are scarce. On the other hand, it should be noted that the South Pacific island nation has fine educational and health care systems.

Whether they settle in the U.S. or Canada, Filipino immigrants seem to assimilate into North American life easily. Most arrive with excellent English language skills and a strong work ethic. A healthy percentage have medical training and earn competitive wages as doctors and nurses, as well as x-ray and ultra-sound technicians. While their communities have typically been clustered in the states of California and Hawaii, they are growing presence in the city of Chicago and the third largest group of Asian Americans in New Jersey. To the north, scores of these determined newcomers are thriving in the cities of Toronto and Vancouver. Canada, which saw a 146% jump in Filipino immigration over the past decade, elected its first senator of Filipino descent in 2014.

Isn't it valuable to learn about the history of Filipino immigration in North America? Can you understand why many of these ambitious islanders want to leave their native land? Isn't it gratifying to know that these industrious dreamers are building happy and prosperous lives for themselves in the U.S. and Canada? Whether they're working on Hawaiian pineapple plantations or in big city hospitals, Filipino immigrants add to the rich diversity of North America.

Name \_\_\_\_\_

## The Journey of Italians to the Americas

If you ever doubt that some of the most talented and accomplished Americans share an Italian heritage, just think of Supreme Court justice Geraldine Ferraro, baseball hall-of-famer Joe DiMaggio and actor Robert DeNiro. As the fifth largest ethnic group in the U.S., Italian-Americans are proud of their past, both in the old country and the “new world.” For a multitude of reasons, they left their country behind, arriving on the shores of the U.S. and South America only to face an epic struggle for acceptance.

While immigration from Italy, and other European countries has slowed to negligible levels today, in the past large numbers of immigrants arrived for a variety of reasons. Between the years of 1900 and 1915, more than four million Italians, most of them from the southern regions and the island of Sicily immigrated to the United States. At the time, the illiteracy rate among southern Italians was 70%, about ten times higher than in France, England and Germany. The government was controlled by the more industrialized north and the peasants of the south were taxed heavily. Their rocky, rugged, land was difficult to cultivate for agriculture and lacked the natural resources, such as coal and iron ore, needed to sustain industry. Further, at the beginning of the 20th century, Mount Vesuvius erupted and a tsunami ripped through the Strait of Messina between Sicily and mainland Italy. Both of these natural disasters left thousands homeless. Dirt poor, with few prospects for the future and no access to education, they set sail for new horizons. Most left hoping to find work, live as inexpensively as possible and return to Italy when prospects were more promising. About half did just that.

Sadly, the destitute immigrants did not receive a warm reception in America. The overwhelming majority ended up in the filthy, overcrowded tenements on the lower East Side of New York City. Both men and women faced bigotry and were unwelcome in the Catholic churches dominated by the Irish. While jobs such as digging subway tunnels and constructing bridges were plentiful, Slovak and Polish workers, recent immigrants themselves, were preferred over Italian laborers because they were generally of larger stature. When the Italians were hired, they were not paid a fair wage. Italian women worked around the clock as seamstresses for even less money and their children took to the

streets with hurdy gurdies and barrel organs to make music, hoping somebody would throw them a penny for their efforts. These southern Europeans persevered, and by the 1920s many were full-fledged American citizens, managing buildings and businesses of their own.

Slightly more welcoming, South America was the destination of Italian immigrants seeking agricultural work with the hopes of someday having their own farms. Argentina was particularly desirable, probably because its temperate climate closely matched that of Italy and this allowed for the kinds of farming that the new arrivals were familiar with. Some went to work on coffee plantations and others labored on the huge sheep and cattle ranches in the remote interior regions of the country. Either way, they earned slave wages and even if they somehow managed to scarp together the money, there were restrictions making it difficult for them to buy land of their own. Still, as they did in the U.S., the immigrants persisted in their efforts to build new lives for themselves. Most eventually succeeded in learning skilled trades, overcoming illiteracy and pulling themselves out of poverty. In Argentina today, about 25 million people, or 62% of the total population, have some degree of Italian in their ancestry. Their Italian dialects have been integrated into Argentina's native language and their foods have had a tasty influence on the Argentine cuisine.

The Italian people traveled a rough road when they left their homeland and set off for the new world. Without a doubt, their persistence and hard work has enriched the cultures of both the U.S. and South America.

Name \_\_\_\_\_

## RESEARCH SIMULATION TASK DISCUSSION QUESTIONS - FILIPINO/ITALIAN IMMIGRATION

You have read two informational texts about the immigration of Filipino and Italian people to the Americas. Write an essay outlining the similarities and differences in their immigration experiences. Be sure to cite evidence from both texts.

1. Fill in the summarizing frameworks, below, for each text:

### FILIPINO IMMIGRATION

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

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

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

MAIN IDEA #3: \_\_\_\_\_

### ITALIAN IMMIGRATION

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

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

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

MAIN IDEA #3: \_\_\_\_\_

2. What do you notice about the second main idea in each summarizing framework?

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

3. What are the “givens” in the boxed assignment?

\_\_\_\_\_

4. Go back to each text. Based on your main idea “blurbs” in the margins, circle the “reasons for immigration” paragraphs in yellow, the “new lives” paragraphs in pink, the “agricultural jobs” paragraphs in orange.

5. Create a summarizing framework for this essay:

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

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

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

**MAIN IDEA #3:** \_\_\_\_\_

6. Based on your summarizing framework and the assignment, write a topic sentence for your essay and both main idea sentences:

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

**MAIN IDEA SENTENCE #3:** \_\_\_\_\_

\_\_\_\_\_

7. Go back to both texts. Underline evidence of their commitment to search for opportunity in green, their new lives in red, and agricultural jobs in blue. Then, use the Grid, p. 306, to organize and list your evidence to support each main idea.

**BONUS:** Go back to each source and circle the word referents the authors refer to immigrants.

Name \_\_\_\_\_

## COMPARISON GRID

	FILIPINO IMMIGRANTS	ITALIAN IMMIGRANTS
<b>Reasons for Immigration</b>		
<b>New Lives</b>		
<b>Agricultural Jobs</b>		



Name \_\_\_\_\_

**EXEMPLAR TEXT****FILIPINO AND ITALIAN IMMIGRANTS**

In these articles we learn about the journeys of Filipino and Italian immigrants who left their native countries for a variety of reasons to build new lives and fill agricultural jobs in the Americas. The experiences of these two distinctly different ethnic groups are similar in some ways, but totally unique in others.

Both authors cite poverty and lack of opportunity in their native lands as the primary reason why Filipinos and Italians immigrated to the Americas (and, in the case of Filipinos, continue to do so). The text also mentions that suspected political corruption in the Philippine Islands and high taxes motivate many Filipinos to leave. In Italy, a government controlled by the northern regions of the nation that heavily taxed the southern peninsula as well as the island of Sicily sparked an exodus of more than four million Italians during the early years of the 20th century. Also in Italy, natural disasters, including the eruption of Mount Vesuvius and a tsunami in the Strait of Messina at that same tumultuous time, left thousands homeless and with nothing left to lose. As the text explains, another reason for Filipino immigration was to fill agricultural labor shortages. Following World War II, more of these South Pacific islanders arrived in the U.S. as war brides and military recruits.

The texts state that most of the immigrants, both the Filipinos and the Italians succeeded in building lives for themselves in their new homelands. However, the Filipino newcomers of today seem to arrive better prepared to assimilate into North American life than the Italian immigrants in the early 1900s. Most of today's Filipino immigrants arrive with good English language skills and job skills, many trained in medical professions. The text emphasizes that Canada was, and continues to be, the preferred destination of many Filipino immigrants, stating: "Canada, which saw a 146% jump in Filipino immigration over the past decade, elected its first senator of Filipino descent in 2014." In the cities of Canada as well as the U.S., these hardworking newcomers are clearly distinguishing themselves. In contrast, Italian immigrants at the turn of the century lacked both job and

language skills. For most, their only option was physical labor like digging subway tunnels and building bridges. Further, they had competition for those jobs from Slovak and Polish immigrants who were preferred for their more robust physical stature. When they were hired, the Italians were paid less. Another difference between the two ethnic groups is that Filipino immigrants live primarily in the states of California and Hawaii while most Italian immigrants at the turn of the century settled in New York.

One of the most significant differences between Filipino and Italian immigrants is that only the earliest newcomers from the South Pacific Island arrived seeking agricultural jobs and none went to South America for that purpose. However, many Italian immigrants did and Argentina was their preferred destination. Hoping to buy land and start their own farms, they took jobs on coffee plantations and on sheep and cattle ranches. Of course, they faced many difficulties. Their wages were low and restrictions on landownership made it nearly impossible for them to buy land. But, as it did for their counterparts in the U.S., the Italians persevered and eventually prospered in their new land. As the author explains: "In Argentina today, about 25 million people, or 62% of the total population, have some degree of Italian in their ancestry. Their dialects have been integrated into Argentina's native Spanish language and their foods have had a tasty influence on South American cuisine."

Without a doubt, these articles opened my eyes to the experiences of Filipino immigrants of recent years as well as the Italians in the early 1900s. Learning about the reasons why they left their native lands and the new lives they built, including those on farms and ranches in South America is surely valuable.

Name \_\_\_\_\_

## PARAPHRASE IT!

When writing a response to text or when using researched material in a report or an essay it's important not to take another author's words and use them as your own. That is called **plagiarism**. Instead, you need to refer to the text or source material and then express what you learned in your own words. This is called *paraphrasing*.

Read each sentence below from a text titled, **Extreme Sports**. On another piece of paper, paraphrase each sentence in your own words. Use sentence starters and replace underlined words or phrases with word referents. Then, try "flipping the sentence." Note in the example that when the sentence is flipped, the sentence appears at the end. Notice also how "dangerous diversion" serves as a word referent for "extreme sport" and "fearless individuals" stands in for "daring few."

**Ex.** Wingsuit sky diving is an extreme sport for only the daring few who find it thrilling to plummet from vast heights.

*In the article, we learn that plummeting from vast heights is a thrill for the fearless individuals who enjoy the dangerous diversion of wingsuit skydiving.*

Underline the sentence starter and circle each word referent used for the underlined key words. Notice how the writer "flipped the sentence," below:

*For the fearless individuals who enjoy free falling from vast heights, the dangerous diversion of wingsuit skydiving delivers thrills, according to the article.*

1. There are a multitude of dangers associated with rock climbing, including dehydration and falling.
2. Specially designed tools and mountaineering boots make the challenging sport of ice climbing less risky.
3. Navigating strong river currents and churning white waters in an inflatable craft is an extreme sport for good swimmers with adventurous spirits.

4. The complicated sport of Bossaball is like a game of volleyball played on trampolines to the driving beat of Samba music.

**SENTENCE STARTERS:**

- The author discusses \_\_\_\_\_ .
- In the article we learn that \_\_\_\_\_ .
- The text explains the way \_\_\_\_\_ .
- It was interesting to learn how \_\_\_\_\_ .
- Reading the piece, I discovered that \_\_\_\_\_ .
- The writer outlines \_\_\_\_\_ .
- The reader learns that \_\_\_\_\_ .
- This informational piece examines \_\_\_\_\_ .
- In this article we discover \_\_\_\_\_ .
- According to this article \_\_\_\_\_ .
- Based on this text \_\_\_\_\_ .

**BONUS:** Select several sentences from a textbook, magazine article, or nonfiction book and *paraphrase* them using these techniques.

Name \_\_\_\_\_

## MORE PARAPHRASING!

Read these sentences from an article titled Remembering Anne Frank. Imagine that you are writing a report about Anne Frank and want to use this information. Paraphrase each sentence. Use word referents for the underlined words and the Citing Sentence Starters to help you. You might also flip the sentence subject!

1. Anne Frank chronicled her life as a Jewish 13-year-old in hiding with her family during the Third Reich.

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2. Her diary of those frightening times was published in the Netherlands in 1947.

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3. Rescued by Soviet forces, Anne's father was the only member of his family to survive the Holocaust.

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4. The insightful young author will always be remembered for her enduring belief in the goodness of people.

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5. Tragically, Anne Frank died of typhus in a concentration camp in the spring of 1945.

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### CITING SENTENCE STARTERS:

- The author points out that \_\_\_\_.
- In the article we learn that \_\_\_\_.
- It is interesting to note that \_\_\_\_.
- I learned in the text that \_\_\_\_.
- The text includes the fact that \_\_\_\_.
- The text explains \_\_\_\_.
- The reader discovers that \_\_\_\_.
- The author shows how \_\_\_\_.
- The author explains how \_\_\_\_.

Name \_\_\_\_\_

## GIVING THE AUTHOR CREDIT (1)

A 6th grade science teacher asked the class to write a response to text essay about the article titled Birds vs. Theropods. One student read the article and summarized the author's important points – but forgot one important step! She used the author's exact words without citing them! Reread Birds vs. Theropods and the following sentences from her response below. Skim and scan to locate the sentence in the text. Then REVISE each sentence, using quotation marks to enclose the author's exact words and an informational verb to help explain where the quote can be found in the text.

**Ex.** Those that remained carnivorous, like the fearsome Tyrannosaurus Rex, evolved into today's hawks and other birds of prey.

*In paragraph three the author explains: "Those that remained carnivorous, like the fearsome Tyrannosaurus Rex, evolved into today's hawks and other birds of prey."*

1. Most theropods had a bony tail that helped them stay balanced as they pounded the prehistoric terrain.

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2. On the other hand, birds have beaks and theropods had snouts with wide mouths full of teeth.

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3. Just as theropods did in prehistoric times, birds protect their young from predators and keep them warm with their own body heat.

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### **CITING SENTENCE STARTERS WITH INFORMATIONAL VERBS:**

- In paragraph \_\_\_\_\_ the author states: " \_\_\_\_\_ ."
- In the introduction the author informs us that: " \_\_\_\_\_ ."
- In the article the author explains: " \_\_\_\_\_ ."

**Bonus:** Substitute a different Informational Verb for the one given:

- divulges • shares • asserts • maintains • says • tells us

Name \_\_\_\_\_

## GIVING THE AUTHOR CREDIT (2)

Read each sentence, below from the text, The Himalayas: The Youngest Mountain Range in the World. Skim and scan to locate each sentence in the text, then REVISE as a citation, using quotation marks and a citing sentence starter to show where the citation can be found in the text.

1. At the eastern base of the mountains, you'll find tropical evergreen rainforest, with a great variety of **resin**-producing trees, trees that secrete sticky substances that are often used as medicines.

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2. A total of 19 rivers carve their way through the landscape from the highlands down into the valleys.

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3. References to the shaggy, secretive beings who haunt the mountains are commonplace in Sherpa folklore.

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### CITING SENTENCE STARTERS WITH INFORMATIONAL VERBS:

- In the section titled "Going Undercover" the author states: "\_\_\_\_\_."
- Later in the article the author maintains that: "\_\_\_\_\_."
- When describing the ways animals camouflage themselves, the author tells us: "\_\_\_\_\_."

**Bonus:** Substitute a different Informational Verb for the one given:

- divulges • shares • asserts • informs • says • explains