



Grade 7 Informational Writing Guide

Student Pages for Print or Projection

SECTION 4: Research

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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 alphabetical 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.

COPYRIGHT PAGE

Opposite the title page, the copyright page includes the copyright symbol ©, the owner of the copyright, publication date, and publisher. This is important in a bibliography.

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 following blanks:

The index tells me that if I turned to page _____, I would learn about

_____.

HINTS FOR EXPLORING WEBSITES

Websites are organized with several general features that are similar to the text conventions you find in books. Understanding them can help you skim and scan websites in order to find the information you need quickly. Here are some hints:

Site map = table of contents

Many large web sites make their site maps (organizational chart of all of the pages on the site) available to the user - usually at the very bottom of the homepage. It was intended to be an at-a-glance table of contents for the user.

In many cases, you can use site maps as a search engine to help you find and identify information on the site.

Tab structure = chapters

The tabs can be thought of as chapter titles.

Drop Down Menu = headings

These can be thought of as the subheadings you find in books.

Of course, these are just hints. Some websites do not follow this type of organizational structure. However, whenever possible, use the techniques that you use when researching from text (skimming and scanning for headings, italicized and bold-faced print, photos, etc.) to pinpoint the information you need from a website. Some even provide video clips that offer a multitude of valuable information.

General search engines such as google and yahoo may yield an overwhelming amount of information. Instead, try using search engines designed especially for students, such as:

<http://www.infotopia.info/>

<http://www.sweetsearch.com/>

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?

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

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

Name _____

DETAILS FROM VIDEOS

You found a video about _____ at _____.

your topic *website*

List some of the facts you learned from the video.

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

Now think of some questions sparked by the video. What are you wondering?

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

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

Name _____

RESEARCHING A TOPIC OF INTEREST (1)

ENDANGERED SPECIES

There are more than 40,000 endangered plant and animal species here on earth. Choose one of these plants or animals and use your research skills to learn more about its appearance and habitat as well as the factors that caused it to become endangered.

1. Write the name of the endangered species of your choice:

2. Conduct online research to find answers to your questions about this plant or animal
List several research questions:

1. _____

2. _____

3. _____

4. _____

5. What search terms yielded the best results? _____

6. Cite your best source here: _____

7. What did you learn? Do you think this endangered species will make a comeback? Why or why not?

Name _____

RESEARCHING A TOPIC OF INTEREST (2)

THE FRILLED SHARK

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

The Frilled Shark

If there's any such thing as a sea monster, chances are it looks much like a frilled shark! This fearsome but fascinating creature is one of the most rarely sighted species on earth. Let's take a closer look at the habitat, appearance and feeding behavior of the frilled shark,

While very little is known about the frilled shark, it is thought to inhabit the deepest, darkest reaches of the Atlantic and Pacific oceans and only come to the surface when sick or injured. It is believed that they are capable of surviving at a depth of about 5,150 feet but are more commonly found in waters 50-200 feet deep. There is a small but compelling body of research that suggests the Frilled Shark is a vertical migrator, moving from deep to deeper waters on a cyclical basis.

While this mysterious beast is called a shark, many believe it looks more like an eel with a long, slender body about five to six feet in length. It has a head that's triangular in shape similar to that of a venomous snake and large oval eyes with an eerie green glow. The bizarre critter has six pairs of gills, each with the frilled edges for which the serpentine swimmer was named.

The feeding behavior of the frilled shark has never been studied or even observed by human eyes. However, it is almost certainly a predator. After all, why else would it need 300 razor sharp teeth! Scientists theorize that these treacherous choppers make it possible for a slow-moving fish like the frilled shark to capture prey such as squid and other deep sea dwellers.

As research into the habitat, appearance and feeding behavior of this bizarre creature continues, there's a good chance that we will gain a better understanding this elusive species one day. Until then, the frilled shark remains one of the great mysteries of the deep.

After one middle school student read this passage, she wondered:

Are there other mysterious creatures in the ocean?

1. Write down the search phrases you might use to find an answer to that question 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. _____

2. Now conduct your search. Circle the phrase that yielded the best results.
3. On another sheet of paper, write a short paragraph based on your research. Be sure to use good sentence variety, and check your spelling and punctuation. Use these sentence starters below if needed.
4. 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 _____

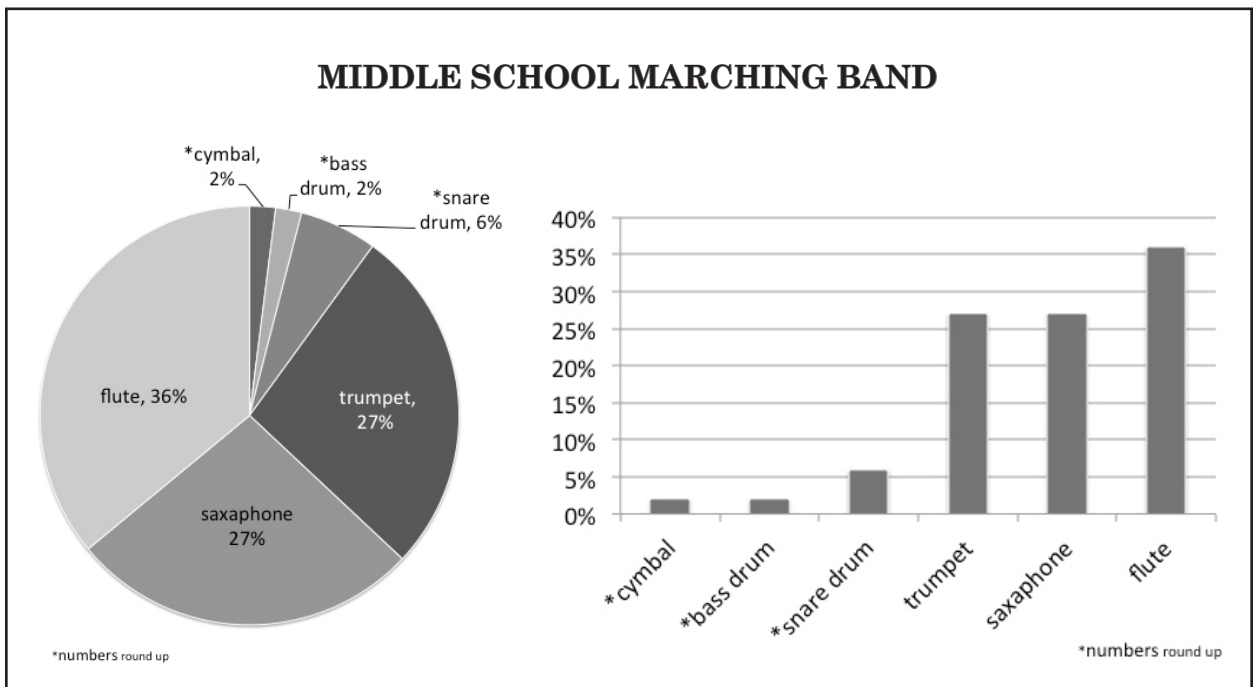
SENTENCE STARTERS:

- Sighted only during _____ .
- Scientists believe _____ .
- Learning more about _____ .
- Quite possibly _____ .
- Maybe someday we'll understand _____ .

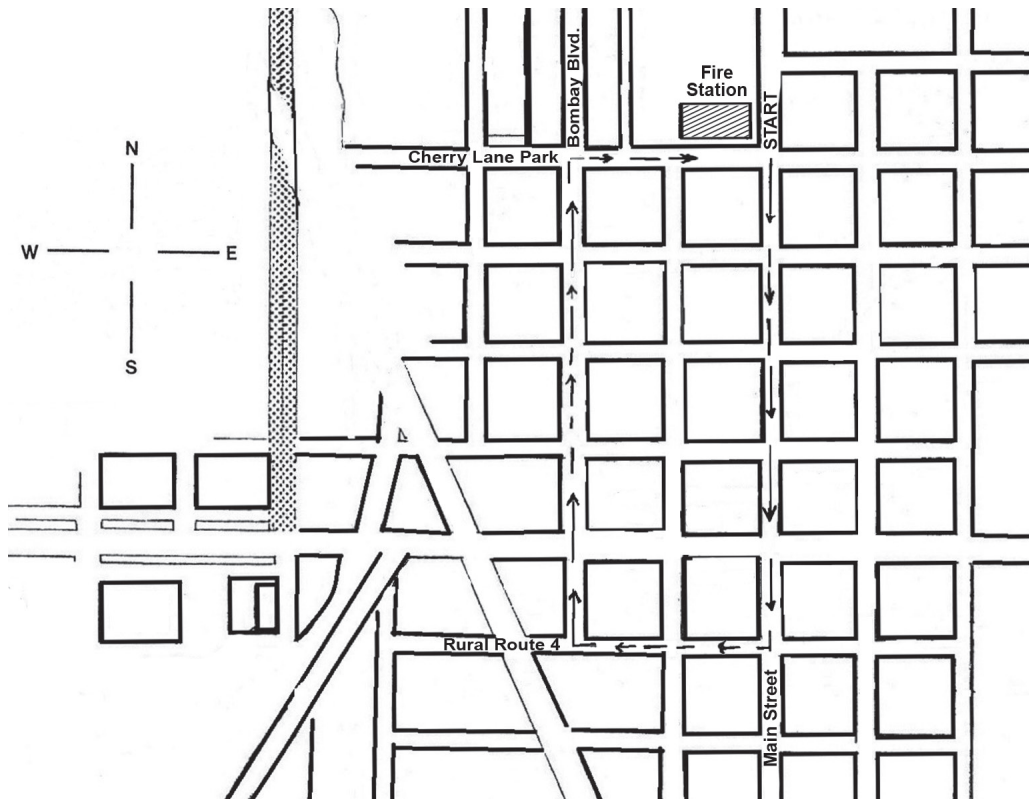
Name _____

GLEANNING INFORMATION FROM DIAGRAMS, CHARTS, GRAPHS, MAPS

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. Then, on another sheet of paper, write three or more detail sentences using good sentence variety and word choice about information provided in the diagram, the pie chart, the bar graph, and the map.



PARADE ROUTE

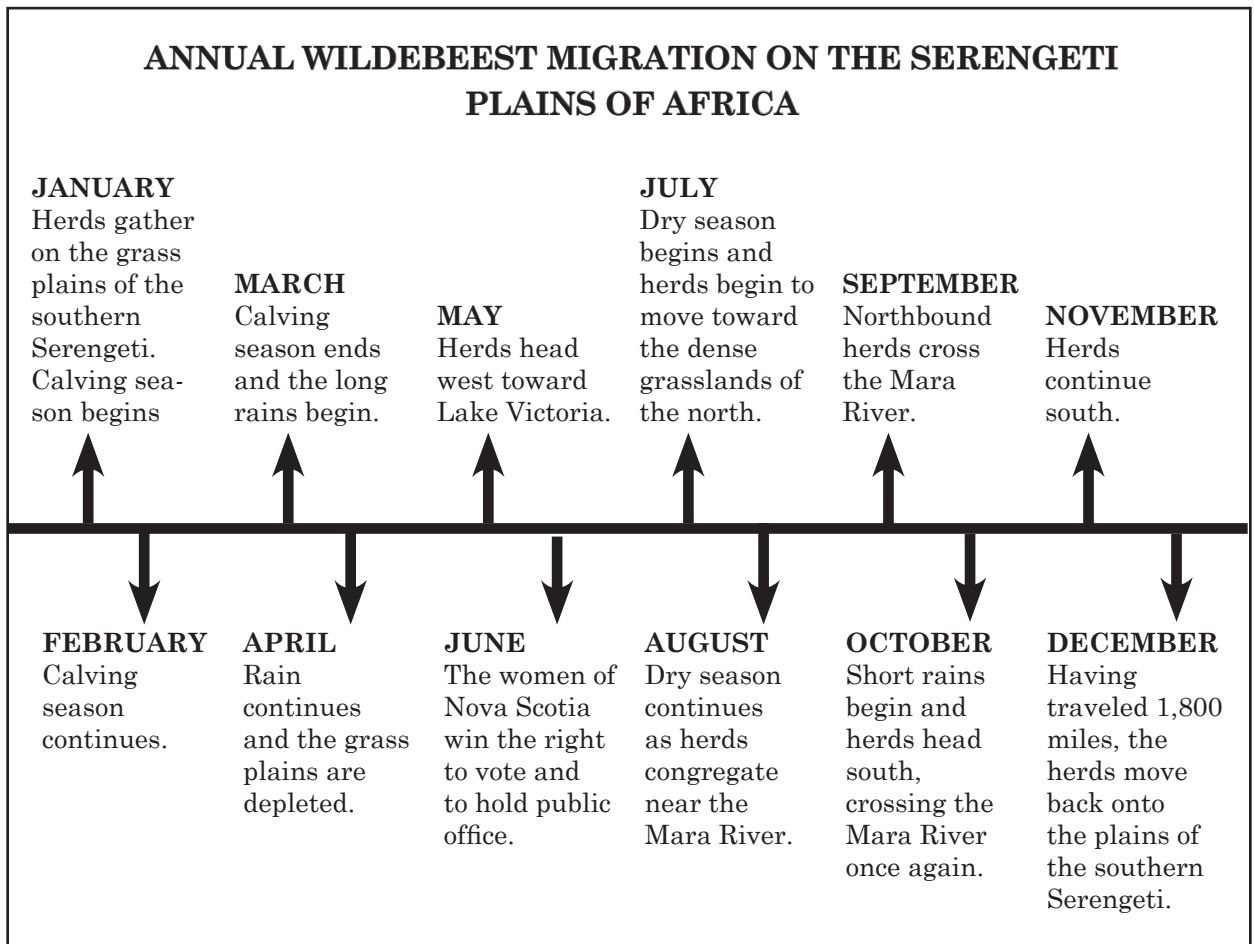


Downtown Charmwell

Name _____

GLEANNING INFORMATION FROM TIMELINES

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. Then, on a separate piece of paper, write a paragraph explaining why the migration takes place using facts from the timeline and additional research if needed.



Challenge: Research the difference between the “short” and “long” rains of eastern Africa. Incorporate that information into your detail sentences.

SENTENCE STARTERS:

- In search of grazing lands _____ .
- As the herds move _____ .
- On the banks of the river _____ .
- The 1,800 mile journey _____ .



Name _____

TAKE SOME NOTES

Read the complete sentences below and translate them into brief notes. Write just enough to trigger your memory of what the sentence taught you so that you can recall it at a later time. Focus on keywords. Keep it short by using dashes (-) and slashes (/) whenever you can.

1. Cells are made of protein and organelles, which are tiny structures within a living cell.

Your notes: _____

2. Created in the bone marrow, red blood cells transport oxygen around the body.

Your notes: _____

3. Mitochondria are organelles that provide a cell with energy.

Your notes: _____

4. Another organelle, known as the cytoplasm, consumes that energy.

Your notes: _____

5. A third organelle is the nucleus of the cell where the genetic code is stored.

Your notes: _____

6. Mitosis is the process of cell division that creates two identical cells.

Your notes: _____

7. Animal cells are irregular in size and shape while plant cells are more uniform.

Your notes: _____

8. Plant cells contain chloroplasts which absorb the sunlight necessary for the process of photosynthesis to begin.

Your notes: _____

VOCABULARY LIST

Protein: Large biological molecules consisting of the amino acids necessary to build healthy living tissues such as muscle, hair, enzymes and antibodies.

Organelle: Specialized structures with specific functions found within a living animal cell.

Cell: the smallest unit of a living organism.

Chloroplast: a part of a plant cell that includes the chlorophyll necessary for photosynthesis.

Photosynthesis: the process through which green plants and some other organisms use sunlight to transform carbon dioxide and water into nutrients.

CITING SOURCES

It is a serious breach of academic integrity to take words and ideas that are not your own and incorporate them into your writing as if they were. This is called *plagiarism* and it is easily avoided. All you need to do is give the person or agency that generated the information credit for doing so with a properly formatted footnote, endnote, or in-text citation.

HERE ARE THE FORMATS YOU NEED TO FOLLOW WHEN CITING SOURCES

From Books

Author's Last Name, First Name. Title of the Book. City: Publishing Company, Date of Publication.

From Magazine Articles

Author's Last Name, First Name. "Title of Article." *Magazine Name*. Publication Date, Volume, Page Number.

From Websites

Author's Last Name, First Name. "Title of Article." Publication Date: Page Number, Site Owner, Date of visit, Web Address.

All of this information is not available for some websites. In that case, include whatever you can.

If you are using *footnotes*, the information cited is numbered in superscript (like this:¹) and the numbered footnote appears at the bottom of the page in the format shown above. *Endnotes* use the same format but appear not on each page, but collectively at the end of the paper.

In-text citations give credit right within the text, such as "According to the Center for Disease Control...." Or "Research completed at Stamford University suggests that ..."

Remember: unless the information is widely known or available from a multitude of sources, it must be cited.

Name _____

RESEARCH/TAKE NOTES/WRITE/CITE

Read the paragraph below and take notes highlighting crucial facts using the space below and a separate sheet of paper if necessary. Then, on a separate sheet of paper, write a paragraph about monarch butterflies based on your notes. Remember to use varied sentence structure, rich vocabulary, and to state facts in your own words, but to cite your source (the excerpt) when using specific facts from the text.

Excerpt: Stevenson, Mark. "This year, Monarchs cover a little more ground," www.twentribune.com, February 9, 2015.

The number of monarch butterflies that reached wintering grounds in Mexico has rebounded 69 percent from last year's lowest-on-record levels, but their numbers remain very low, according to the World Wildlife Fund.

Last year, the monarchs covered only 1.65 acres, the smallest area since record-keeping began in 1993. This year, the butterflies rebounded to cover 2.79 acres, according to a formal census by Mexican environmental authorities and scientists.

The orange-and-black butterflies are suffering from loss of milkweed habitat in the United States, illegal logging in Mexico and climate change. Each year, the butterflies make a migration from Canada to Mexico and find the same pine and fir forests to spend the winter, even though no butterfly lives to make the round trip.

"Of course it is good news that the forest area occupied by Monarchs this season increased," said Omar Vidal, head of the World Wildlife Fund in Mexico. "But let's be crystal clear... it is still the second-smallest forest surface occupied by this butterfly in 22 years of monitoring."

At their peak in 1996, the monarchs covered more than 44.5 acres in the mountains west of Mexico City. Lincoln Brower, a leading entomologist at Sweet Briar College in Virginia, has said that with anything below 4.1 acres, "they will remain in the danger category and I will continue to be concerned." He said a population covering 9 to 12 acres would be a sign of significant recovery.

Notes: _____

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. Eva Jackson, executive director, says, "We hope to raise twice as much money at this fundraiser than we did last year."

NOT just: Ms. Eva Jackson says....

STATISTIC:

Information presented as a number, ratio or percentage.

Ex. According to the Wall Street Journal, automakers sold 17.5 million cars and trucks in the U.S. in 2015, a 5.7% increase over the previous year.

AMAZING FACT:

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

Ex. It is hard to believe, but for every pound of fat we gain, we add seven miles of new blood vessels. - this according to Coach Tom Kelso at breakingmuscle.com.

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.

MENU OF TRANSITIONAL WORDS AND PHRASES

Transitional Words/Phrases to express 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 when _____

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

For this reason _____ As a result _____

Due to this, _____ Consequently, _____

Then, _____ In view of this _____

On account of this _____ Therefore, _____

Name _____

TRANSITIONAL WORDS AND PHRASES

Read each sentence and underline the transitional phrase. Then, use the numbers to indicate which kind of transitional phrase it is.

DOES IT

- | | |
|------------------------|----------------------------------------|
| 1. Link similar ideas? | 3. Express alternate/contrasting idea? |
| 2. Present an example? | 4. Illustrate cause and effect? |

- # _____ An illustration of this is when a multicolored rainbow forms in the sky.
- # _____ Plus, summer is the busiest time of the year for people in some professions.
- # _____ Besides that, we need to consider the environmental impact of oversized vehicles.
- # _____ Regardless, we enjoyed our vacation and hope to have another such adventure next spring.
- # _____ For example, dogs can be trained to sniff out illegal substances at the airport.
- # _____ Consequently, school closed early that day.
- # _____ On the other hand, most of us get our news from online sources.
- # _____ Not only that, but we'll still need to be prepared for increasingly extreme weather.
- # _____ For instance, the Chinese New Year is celebrated in February.
- # _____ On account of this, the beaches were closed for the season.
- # _____ Despite this, we managed to make our way home in time for dinner.
- # _____ Furthermore, band practice was cancelled.
- # _____ In view of this, we decided to take a hike instead.
- # _____ Still, you might regret missing out on the opportunity to perform on stage.
- # _____ As a result, we all flunked the test.

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.

Name _____

RECOGNIZING AND ANALYZING TRANSITIONAL PHRASES

Read the paragraphs below. Each contains at least one transitional phrase. Find and circle the transitional phrase or phrases. Then, identify the type of transitional phrase used.

1. Breaking a colorful piñata and dashing to collect all the goodies that spill out is the highlight of many a children's birthday party. While often assumed to be Mexican in origin, this lively tradition may have started in China where piñatas were filled with seeds to signify a bountiful harvest and smashed open to celebrate the New Year. The tradition spread to Europe and was probably brought to Mexico by Spanish explorers. According to the Guinness Book of World Records, the largest piñata in the world was a brightly colored donkey-shaped giant that measured 28.5 meters (93.5 feet) long and 18 meters (59 feet) tall. Furthermore, it was filled with an outrageous 8,000 pounds of candy. Incidentally, it took a wrecking ball to crack open this festive record-breaker.

What type(s) of transitional phrase(s) are used in this paragraph?

2. Ever since we've been studying ancient civilizations in social studies class, I've been dreaming about visiting Alexandria, Egypt. It would be fascinating and educational to see the city on the shimmering Mediterranean founded by Alexander the Great. Once ruled by Cleopatra herself, this enduring city grew from a small port town into one of the grandest and most important capitals of its time. The Lighthouse of Alexandria was one of the seven wonders of the ancient world. Situated on an island right outside the city's harbor, the lighthouse stood as tall as a 40-story skyscraper, and its guiding glow could be seen from 100 miles away. Constructed of red granite and limestone, it survived for nearly 2,000 years but was eventually destroyed by an earthquake. However, underwater divers have recovered some remnants from the lighthouse. They are on display at the Alexandria National Museum, along with hundreds of other captivating artifacts from ancient Egypt.

What type(s) of transitional phrase(s) are used in this paragraph?

HOW TO WRITE A FULLY ELABORATED, WELL-SUPPORTED PARAGRAPH

AUTHORS INCLUDE:

- A broad yet distinct main idea sentence
- A number of details related to the main idea
- Sentences that answer the detail generating questions:
 - » What does it look like? Why is it important?
- Rich vocabulary and effective word choice
- Sentence variety
- At least one powerful “GOLDEN BRICK” detail in each paragraph:
 - *Quote *Statistic *Descriptive Segment *Anecdote *Amazing Fact
- Research

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.
 - » **Grocery List Sentence:** Frogs eat beetles, mosquitoes, small fish and smaller frogs.
 - » **Revision:** Frogs eat crawling insects such as beetles. These skillful hunters can also hop out of the water to snag a tasty mosquito in mid air. Small fish are another favorite meal. A hungry frog is also capable of feasting on a smaller frog.
- The “Broken Record” - Don’t begin each sentence with the same words:
 - » Example: There are....There are....There are....
- Too much “Telling” - Instead of telling that something is terrific, **SHOW** your reader what terrific looks like through the use of an example or two.

Name _____

REVISE THIS PARAGRAPH

In the boxed paragraph below, the author included too many general, vague details. It is clear that 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?”

Additionally, the author did not use any transitional phrases or “Golden Bricks” (Quotes, 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 or at the keyboard. Be sure to use all the techniques you’ve learned about elaborating informational writing. Use the sentence starters at the bottom of the page if needed.

The Inuit are the native people of the Arctic. The Inuit wear warm boots, pants, shirts and jackets made from seal or caribou skin. Sometimes the Inuit wear the pelts of rabbits and foxes to stay warm. Their diet is almost all meat, including whale, walrus and seal meat. The Inuit live in igloos, which are shelters made of tightly packed snow covered with an animal skin.

SENTENCE STARTERS:

- These hardy indigenous people _____ .
- On the arctic tundra _____ .
- Using the natural resources, _____ .
- For instance, _____ .
- One of the most fascinating facts about _____ .

Name _____

WRITING A PARAGRAPH USING SUPPORTING DETAILS (1)

Look at this author's prewriting plan for a paragraph within an informational piece.

MAIN IDEA	Have you ever tasted sushi?	
	Popularity in North America	Origin and early history
DETAILS	Different types	Visual presentation

On a separate sheet of paper, or at the keyboard, write a paragraph that includes all of these details. Remember to use good sentence variety and include vivid, interesting words. Use at least one "Golden Brick" in your paragraph. Begin with research and take notes on what you learn below.

Notes: _____



Name _____

WRITING A PARAGRAPH USING SUPPORTING DETAILS (2)

Look at this author's prewriting plan for a paragraph within an informational piece.

MAIN IDEA	For some of us, fall is the busiest season of them all.	
	Raking leaves	Starting school
DETAILS	Picking apples	Fall sports

On a separate sheet of paper, or at the keyboard, write a paragraph that includes all of these details. Remember to use good sentence variety and include vivid, interesting words. Use at least one "Golden Brick" in your paragraph. Begin with research and take notes on what you learn below.

Notes: _____



THE COMPARE/CONTRAST PIECE

Compare and contrast essays require that writers compare the similarities and contrast the differences between two or more topics (objects, people or ideas, for example). As a sub-genre of informational writing, it follows the same organizational framework as a straight information piece with main ideas that are supported by a multitude of appropriate details.

Organizational strategies to avoid include:

The Two Paragraph Approach

Let's imagine we're writing a compare and contrast piece about the Arctic vs. the Antarctic using this strategy. One paragraph that focuses on the Arctic would be followed by paragraph about the Antarctic. The end result would be two disorganized paragraphs, each providing random facts about the topic. This would be difficult for a reader to follow or extract any specific details from.

The Ping-Pong Strategy

This back and forth approach compares and contrasts the two topics sentence by sentence, such as:

The Arctic is an ocean surrounded by continents. The Antarctic is a continent surrounded by ocean. Penguins live in the Antarctic. Snowy owls live in the Arctic. There are no terrestrial mammals in the Antarctic. Terrestrial mammals such as musk ox and reindeer live in the Arctic.

The result is usually one rambling paragraph in which any specific fact that the reader might be looking for is difficult to locate.

Similarities and Differences

Using this approach, the author writes one paragraph that includes a collection of similarities for example: *Both the Arctic and the Antarctic are cold, remote and sparsely populated.* This is followed by a paragraph highlighting the differences between the two, such as: *Several penguin species are found in the Antarctic while many birds of prey live in the Arctic.* The problem with this approach is that the similarities or the differences between the two topics are rarely equal. Instead, one usually outweighs the other. In most cases, the body of the finished piece consists of only two paragraphs, one long and one very short. As with the other two ineffective strategies, the reader will struggle to locate any specific information they may be looking for.

Remember, an effective Compare/Contrast piece is organized around main ideas that are common to both topics. Within each main idea paragraph, the author cites the similarities and differences between the two topics. This creates a finished piece that is easy to skim and scan for key facts.

Example: TOPIC: The Arctic vs. The Antarctic

MAIN IDEA #1: Mammals

MAIN IDEA #2: Birds

MAIN IDEA #3: Indigenous People

MAIN IDEA #4: Natural resources

SENTENCE STARTERS FOR USE IN A “HOW-TO” PIECE

The next step involves _____ . Be sure to _____ .

Pay close attention to _____ . Continue by _____ .

Once this is accomplished, go on to _____ . After that _____ .

It is important to remember to _____ . Next, _____ .

Now you can start to _____ . Always keep in mind that _____ .

It is critical that you _____ . As you continue, be sure _____ .

SENTENCE STARTERS FOR USE IN A “RESPONSE TO LITERATURE”

This is clear when _____ . In the story, we see how _____ .

Specifically, _____ . This is evidenced by _____ .

This is demonstrated when _____ . We see an example of this when _____ .

The reader sees (or feels) _____ . The proof is _____ .

The author shows us that _____ when _____ . For example, _____ .

The main character demonstrates his/her _____ . An illustration of this is _____ .

We understand this clearly when _____ . The author proves this when _____ .

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

Similarly, _____ . On the other hand _____ .

In the same way _____ . They differ in that _____ .

One trait they share is _____ . Conversely, _____ .

Another similarity is _____ . An additional difference is _____ .

Likewise, _____ . A like characteristic is _____ .

They deviate in that _____ . Both share _____ .

In the same way, _____ . In contrast, _____ .

Name _____

USING INFORMATION FROM MULTIPLE SOURCES TO CREATE A FULLY-ELABORATED PARAGRAPH (1)

On a separate sheet of paper, or at the keyboard, write a paragraph beginning with the following main idea sentence:

Captive breeding can bring endangered wildlife back from the brink of extinction.

View the video: *Red Wolf Restoration* at vimeo.com/22841350. Take notes below.

Next, review the following fact sheet. Incorporate some of these facts as well as information from the video in your paragraph.

FACTS ABOUT CAPTIVE BREEDING PROGRAMS

- Captive breeding programs have helped restore populations of California condors and black-footed ferrets in North America.
- Around the world, more than 180 species are being bred in captivity.
- In Africa, a captive breeding program has restored the population of the forest antelopes known as bongos. A similar success story comes from South America while wild populations of golden lion tamarins have been restored via captive breeding.
- Captive breeding programs for mountain gorillas and tigers have had limited success.
- Not all captive bred animals go back to the wild; some are domesticated into pets and many go to zoos. In fact, since 1985, 90% of all mammals and 74% of all birds added to zoo collections in North America were captive bred.
- Scientists have the valuable opportunity to learn about breeding behavior as a result of captive breeding programs.
- Captive bred animals are used in education programs to teach people about endangered species.



Name _____

USING INFORMATION FROM MULTIPLE SOURCES TO CREATE A FULLY-ELABORATED PARAGRAPH (2)

On a separate sheet of paper, or at the keyboard, write a paragraph beginning with the following main idea sentence:

September 11, 2011 is one of the most infamous days in world history.

View the video Karyn's Wings at <http://www.history.com/topics/9-11-attacks/videos/remembering-911-karyns-wings>. Take notes below and on a separate sheet of paper if necessary.

Now review the timeline below. Incorporate information from the timeline and the video as well as any additional independent research you conduct in your paragraph.

TIMELINE: 9/11/2001

8 AM

American Airlines
Flight 11 leaves Boston

8:15 AM

United Airlines
Flight 175 leaves Boston

8:21 AM

American Airlines
Flight 77 leaves Washington DC

8:43 AM

United Airlines
Flight 93 leaves Newark, NJ

8:45 AM

American Airlines
Flight 11 hits the North Tower of the World Trade Center

9:03 AM

Flight 175 hits the South Tower of the World Trade Center

9:45 AM

Flight 77 Hits the Pentagon

10:05 AM

South Tower Collapses

10:10 am

Flight 93 crashes near Pittsburgh, PA

10:28 AM

North Tower collapses