



Grade 8 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. _____ With a golden coat and bright intelligent eyes, the graceful mountain lion is a powerful predator that rarely poses any danger to humans.

_____ We really do not need to fear the carnivorous mountain lion.
2. _____ Wildfires tore through residential neighborhoods as well as forests and damaged both.

_____ Stoked by a relentless heat wave and a lengthy drought, the wildfires spread rapidly and devastated residential areas as well as forests.
3. _____ Salmon swim upstream in order to lay their eggs.

_____ Fighting furious currents and evading hungry grizzly bears, salmon swim upstream in churning white waters in search of the perfect place to lay their eggs.
4. _____ With ornate gothic architecture and views of the nearby Alps, the beautiful city of Milan is a renowned as a cutting-edge fashion capital where you can shop at some of the world's most exclusive boutiques.

_____ Milan is Italy's second largest city and a hot spot for style.
5. _____ It may be difficult to imagine a world without them, but smartphones have been around for just under twenty years.

_____ Capable of delivering text messages in the blink of an eye, taking high quality photographs and much more, smartphones hit the market less than twenty years ago and quickly became indispensable to most of us.

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 sentence or two 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?

Easily recognized by its big, bright orange beak, the Toco Toucan can be found in various habitats throughout Brazil.

With huge, elaborate floats and colorfully costumed dancers, the streets of Rio de Janeiro rock to the beat of samba music during the city's famous annual carnival.

With dense tropical rainforest, rugged highlands and nearly 5,000 miles of beautiful beaches, Brazil sprawls along the east coast of South America.

Distinctively clad in wide-brimmed hats, colorful ponchos, and knee-high leather boots, "gauchos," tend to the large cattle ranches in the northern and mid-western reaches of the country.

Creamy cheeses, fresh seafood and sweet coconut milk are just a few of the flavors highlighted in the cuisine of Brazil.

Column 2

Why is it important?

While the cities of Sao Paulo and Rio de Janeiro have many fine dining establishments, they are better known for their "street foods," tasty treats sold from pushcarts and eaten on the spot.

Since this adaptable bird is able to survive on grassy plains as well as rainforest environments, its populations are stable and expected to remain so.

The Brazilian economy depends on money generated by exporting beef to Europe and China.

An annual tradition since 1723, Brazil's rowdy celebration attracts nearly a million tourists from around the world!

The nation's population is as diverse as its landscape, with 201 million people, many a mix of European, African and indigenous heritage.

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

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:

The Peregrine Falcon is the fastest bird in the sky.

Revision:

The Peregrine Falcon is able to soar from high in the sky back down to the ground at the amazing speed of up to 200 miles per hour to catch itself a meal of rodents or small reptiles.

Detail Sentence:

On Superbowl Sunday most football fans are glued to their TVs.

Your revision:

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?

Detail Sentence:

An apple makes a great snack.

Your revision:

Detail Sentence:

Bowling is a popular indoor sport.

Your revision:

Detail Sentence:

Tortoises move slowly on land.

Your revision:

Name _____

FIND THE OVERLY GENERAL WORDS AND PHRASES

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

Goblin Sharks are undeniably **scary**, but they are **very rarely sighted**. They've got a **long snout** and rows of **sharp teeth**. While they're not the **biggest** sharks in the sea, they are large enough to strike fear in our hearts. Of course, meeting up with a Goblin Shark is highly unlikely. One of the very few facts we know for sure about these **scary creatures** is that they live in very **deep water**.

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

The next time you go deep sea diving, you better hope you don't meet up with a Goblin Shark. With a **huge sword-like snout and a mouthful of treacherous teeth**, this is one frightful critter. Growing up to **12 feet long and weighing 450 pounds**, this alien creature has the terrifying ability to thrust its lower jaw out of its socket in the blink of an eye and impale smaller fish on those **dagger-like** front teeth from a distance of up to three feet. Further, once a tasty morsel has been pierced by the razor-sharp front teeth, the jaw quickly retracts and the hapless prey is crushed by the row of rock-like back teeth made for exactly that purpose. This bold bottom-feeder haunts the **gloomy depths of the ocean and moves sluggishly through the still waters** with its **pale pinkish flesh and black eyes casting an eerie glow in the darkness**. At least that's what the very few who've actually spotted them say. First **identified in 1898**, these extraordinary creatures were seen so infrequently that they were **thought to be extinct** in the early part of the 20th century. However, since the 1960s, there have been **45 reports of Goblin Shark sightings** in both the Atlantic and Pacific oceans, most of them occurring in **waters 3,000 feet deep off the coast of Japan**. Twice, the stealthy beasts have been seen in the Gulf of Mexico, one **hauled up in a shrimp net off the coast of Key West, Florida** in 2010. How long do Goblin Sharks live? How do they reproduce? How large a population swim in our oceans? Perhaps future research will find answers to those and dozens of other questions we have about this mysterious creature of the deep.

Name _____

CAN YOU GIVE A SPECIFIC EXAMPLE?

Look at the list of facts about the Winter Olympics below. Refer to it as you revise the very general sentence to include at least one specific detail. Try to write it two different ways using as many specific examples as possible!

- The first Winter Olympic Games were held in France in 1924.
- Olympic figure skaters are graceful.
- Snowboarding was added to the Winter Olympic program in 1998.
- Exceeding speeds of 90 miles per hour, the luge is the fastest sledding sport in the Winter Olympics.
- Competitive and aggressive, ice hockey is the most watched team sport of the Winter Olympics.
- Olympic ski jumpers leap from a height of 394 feet.
- Downhill skiers show amazing dexterity at high speeds while cross country skiers are masters of endurance.

General Sentence:

The Winter Olympics are awesome.

Your revision:

Your revision:

Name _____

BREAK UP THAT GROCERY LIST!

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: *Accidents can happen anytime and anywhere. That's why you should keep a first aid kit that includes bandages, aspirin, an instant cold pack, anti-itch ointment, tweezers and eye wash in your house and in your car.*

Revision: *Accidents can happen at any time. Be prepared by keeping a first aid kit in your home and in your car. A well-stocked first aid kit must include sterile bandages in a variety of sizes to keep small scrapes and deep cuts from becoming infected. Aspirin will help ease the pain of a strained muscle or headache. For the torturous itch of bug bites and poison ivy, make sure to include some kind of anti-itch medicine, like Calamine lotion, in your first aid kit. A clean pair of tweezers is a must for quickly and neatly removing splinters and ticks. If you get a grain of sand or other foreign body in your eye, you'll be glad you have a soothing eye wash on hand to flush it out before it scrapes your cornea or causes an infection.*

Now, revise the following:

We're going on a road trip, and we're bringing games, DVDs, snacks, maps, audio books, blankets and pillows along for the ride!

Your revision:

SENTENCE STARTERS:

- Remember to bring _____ .
- Another option is to _____ .
- You might like to _____ .
- You'll surely need _____ .

Name _____

USING DETAIL-GENERATING QUESTIONS

Read the paragraph below. The author has simply listed a few facts about mountain ranges of the world. Instead, the author should have **SHOWN** us what each mountain range looks like. On another piece of paper, revise this paragraph using the detail-generating questions. Research these mountain ranges on the internet or in the library 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.

There are many great mountain ranges around the world. The Andes is the world’s longest mountain range. The Himalaya is the world’s highest mountain range. The Rockies, the Appalachians and the Cascades are North American mountain ranges. The Alps are the tallest and most famous mountain range in Europe and the Snowies are the highest peaks in Australia. The Atlas Mountains are in northern Africa and its highest peak is Mount Toubkai in Morocco.

SENTENCE STARTERS:

- Imagine the view from _____ .
- The highest peaks are _____ .
- Only experts should try _____ .
- In the nearby valleys, _____ .



Name _____

FLIP THE SENTENCE SUBJECT!

Read each sentence below from a paragraph about Italy. Notice the redundant sentence variety. The group of sentences reads like a broken record.

One of the landmarks of Italy is the Colosseum.
Another landmark in Italy is the Leaning Tower of Pisa.
Another landmark of Italy is the Grand Canal.

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 Italy is the Colosseum.	The Colosseum is one of the landmarks of Italy.
Another landmark of Italy is the Leaning Tower of Pisa.	The Leaning Tower of Pisa is another landmark of Italy.
Another landmark of Italy is the Grand Canal.	The Grand Canal is another landmark of Italy.

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 Colosseum is one of the landmarks, of Italy.	With 80 arched entrances and a history, the Colosseum is an Italian landmark that dates back to the days of the mighty Roman Empire.
The Leaning Tower of Pisa is another landmark of Italy.	Constructed of gleaming white marble, the Leaning Tower of Pisa is a miracle of medieval architecture that looks like a wedding cake that’s about to topple over.
Another landmark of Italy is the Grand Canal.	An ancient waterway lined with some of the best example of Gothic architecture in the world, the Grand Canal attracts throngs of tourists eager for a relaxing gondola ride.

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

- It would be a dream come true to visit the historic cities of Europe.

- Seeing Mount Fuji and the other landmarks in Japan would be another unforgettable experience.

BONUS: Create a word referent 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 text, The Great Depression, the author explains the hardships the people of North America faced. The article explains what life was like in shantytowns called "Hoovervilles," how the dust bowl destroyed agricultural lands and what Franklin D. Roosevelt did to address these complex and serious issues.*

- **PARAPHRASE**

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

Ex. *The author explains that the Dust Bowl devastated more than 40% of the farms in the state of Oklahoma.*

- **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 four the author states: "More than 2.5 million young men benefited from this program and many served the nation further in the upcoming World War II."*

Name _____

The Squid

If you've ever gotten a close look at a large squid, you're no doubt convinced that it's the most alien creature on earth. After all, what other animal, besides its close cousin, the octopus, has a sharp beak like a parrot and squirts ink at its enemies? Let's learn more about the physical characteristics, habitats, and defenses of these ocean dwelling oddballs.

Large or small, squid are odd looking. Their torpedo-shaped bodies are sheathed in a flexible structure similar to an exterior skeleton that is called a "**pen**." Some species are pink or pale orange in color and others are a muted, translucent gray hue. All of the more than 300 different types of squid have multiple (usually 8, but up to 10) dangling arms, plus two tentacles that end in barbed hooks or "sucker rings," a circle of razor sharp teeth that latch onto prey like a suction cup. Their eyes are huge and their internal organs are encased in a sack known as a "**mantle**." Their head houses a large brain. While marine biologists claim that the saltwater animals show obvious signs of intelligence, we don't fully understand their potential for learning and memory yet.

Squid live primarily in the tropical to temperate zones of the Atlantic, Pacific and Southern oceans. They do not build dens on the bottom of the sea, but free-float on the surface of open waters instead. Massive schools of the aggressive Humboldt squid are often spotted in the Sea of Cortez on the west coast of Mexico where they will skyrocket from the water in pursuit of prey. Some of these carnivorous critters are able to tolerate the frigid waters of the oceans near Antarctica where they can grow to colossal sizes because there are so few predators there. In fact, the largest specimen ever recorded was caught in the icy Antarctic. It weighed almost 1,000 pounds and measured about 40 feet in length!

These combative carnivores will fight back furiously when threatened, using some of nature's most amazing ways of defending themselves. Some species of squid have the

ability to produce light with their bodies through a process known as **bioluminescence** to intimidate and disorient approaching enemies. The Hawaiian bobtail squid can actually shoot a glowing liquid at whatever it sees as a threat! Most species, however, use their own black ink for this purpose. Produced by color changing cells called **chromatophores** in their bodies, the black liquid camouflages the squid in dark waters, giving it just enough time to beat a hasty retreat or launch an attack of its own. Well-equipped for battle, these pugnacious predators will also defend themselves with their treacherous hooks or sucker cups and their sharp beaks.

Without a doubt, the squid is an excellent example of the endless, inimitable variety of life in the ocean. Studying the physical characteristics, habitats and defenses of these earthbound aliens has sparked my interest in learning more about the octopus. This 8-armed relative obviously shares a few of the squid's unique traits, but I would guess that it has at least a few quirks all its own!

Name _____

Reading and Summarizing Texts

1. Read the text titled The Squid.
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.

- 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

Name _____

The Octopus

If you ever read the age-old lore of the South Pacific, you're sure to meet a terrifying sea demon called "Rogo-tumu" who dragged unsuspecting seafarers to darkest depths of the ocean. In ancient Greece, the same mysterious menace was named Yamm, sea god who ruled over its watery realm with eight iron fists. Obviously, the octopus is the inspiration for these legends and many more! The question is, are these intriguing critters really so scary? To help us decide for ourselves, this essay will examine the physical characteristics, social behavior and habitats of octopuses as well as the fabled marine creature's surprising intelligence.

With a huge head and eight fluttering arms, the octopus is unmistakable in appearance. Like a squid, it has a beak. However, the octopus' beak is made for crushing crustaceans while the squid's is used for grabbing passing prey. Thus, the octopus beak is not quite as sharp as a squid's but it is much stronger. Octopus arms are lined with rows of suction-cup like suckers that hold prey in place as the hungry hunter injects it with venom. Of the more than 300 species of octopuses, all are venomous and none have a skeleton, spine or stiff bone in its body. These intriguing **invertebrates**, animals without backbones, have a "**mantle**" behind their heads containing all of their internal organs, including four hearts that pump blood to its long limbs. Their eyes are huge and their vision acute. When threatened, these bold bottom-feeders squirt black ink and change colors in order to camouflage themselves.

Octopuses live on the ocean floor in cozy dens that they build for themselves. They are widely distributed in saltwater environments throughout the world. The larger species can be found in cold waters while the smaller ones make their homes in tropical seas. Several species are found in the coral reefs of the Caribbean and the dangerous Blue Ringed Octopus often lurks around Australia's Great Barrier Reef. Gold in color, with a pattern of

bright blue circles, this beautiful but highly venomous creature can also be found in the Sea of Japan and the waters around the Philippine Islands and Indonesia.

Are octopuses social creatures? We really don't know, but if one octopus invades the territory of another, cannibalism is a distinct possibility. For that reason, these amazing animals were long assumed to be solitary, with the males and females coming together only once in a lifetime for the purpose of reproduction. However, the recent discovery of a group of nearly 40 Pacific Striped Octopuses living together and nurturing clutches of eggs cooperatively in waters off the coast of Central America challenges that assumption. Clearly, we have more to learn about the social behavior of these mesmerizing beasts of the brine.

Octopuses exhibit obvious intelligence and memory! Their bulbous heads encase an oversized, complex brain that has left and right hemispheres just like our own. Many experts consider the most sophisticated brain in any invertebrate in the animal kingdom. Individual specimens seem to have personalities, some shy and others playful. In captivity, the Giant Pacific Octopus seems particularly interested in people and often naughty, sometimes escaping from their enclosures to explore their surroundings. (They can survive out of water for limited lengths of time and they seem to know exactly when it's time to dive back in.) In the book Octopus! The Most Mysterious Creature in the Sea by Katherine Harmon Courage, the author shares the tale of an octopus who pushed "a plastic bottle over and over again at a stream of water flowing into its tank – almost like it was bouncing a ball underwater."

So, are octopuses really as menacing as legends depict them? Although the Blue Ringed Octopus is to be avoided at all costs, I believe octopuses are wonderful in dozens of weird and one-of-a-kind ways. Learning about their physical characteristics, habitats, social behavior and intelligence is certainly captivating.

Name _____

Reading and Summarizing Texts

1. Read the text titled The Octopus.
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: _____

MAIN IDEA #4: _____

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

- 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

Name _____

DISCUSSION QUESTIONS - THE SQUID AND THE OCTOPUS

You have read informational texts about two types of marine life, The Squid and The Octopus. Write an essay comparing and contrasting the anatomy, intelligence, habitat and defensive behaviors of both animals. Be sure to cite specific examples from both texts.

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

THE SQUID

TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____

MAIN IDEA #3: _____

MAIN IDEA #4: _____

THE OCTOPUS

TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____

MAIN IDEA #3: _____

2. What do you notice about these summarizing frameworks?

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 paragraphs describing physical characteristics and intelligence in pink, habitats in blue, and defensive behaviors in green.

5. Read your selected paragraphs. What common information might you use to compare/contrast?

6. If you were going to expand the text The Squid what is another main idea you might include:

7. If you were going to expand the text The Octopus what is another main idea you might include:

BONUS: Go back to each source and circle all of the ways the authors refer to the birds described in these texts. (*word referents*)

Name _____

COMPARISON GRID

	SQUID	OCTOPUS
Anatomy		
Intelligence		
Habitat		
Defensive Behaviors		

Name _____

EXEMPLAR TEXT**THE SQUID AND THE OCTOPUS**

Our oceans teem with life. From the gargantuan Blue Whale to the dainty seahorse, the diversity found in saltwater ecosystems is truly amazing. These texts examine two of the most fascinating marine creatures on earth: the squid and the octopus. While closely related, these two animals each have characteristics that are uniquely their own.

The author details the anatomical characteristics of each species and informs us that the squid has huge eyes and “their internal organs are encased in a sack known as a mantle.” The octopus has the same features. As the texts explain, both animals have multiple arms, but while octopuses have 8 arms, squid can have up to 10 arms. Squid also have two tentacles, tipped with barbed hooks or “sucker rings,” which the author describes as “a circle of razor sharp teeth that latch onto prey like a suction cup.” The octopus, on the other hand, has “rows of suction-cup like suckers that hold prey in place as the hungry hunter injects it with venom.” The author also describes the form and functions of both animals’ beaks. Another difference between the squid and the octopus noted in the text is that the squid has a “pen,” which the author explains is “a flexible structure similar to an exterior skeleton.” The octopus lacks a pen, as well as a skeleton and spine.

The text reveals that both animals have large, complex brains. Readers are informed, however, that little is known about the squid’s capacity for learning and memory. We learn that more is known about the intelligence of the octopus and the author details instances of captive octopuses escaping their enclosures and finding their way back in. Readers are also informed that these brainy beings have the most sophisticated brain of any invertebrate and exhibit curiosity.

We learn from the texts that both animals are widely distributed throughout the world. Squid are found free-floating in the Atlantic, Pacific and Southern oceans while octopuses

build themselves dens on the ocean floor, often near coral reefs. As the author explains, large specimens of squid have been found living in the frigid waters of the Antarctic and the biggest species of octopus are also found in cold waters.

Both texts highlight the similarities between the defensive behaviors of the squid and octopus. Each animal is able to produce ink and change colors because they have specialized cells called chromatophores in their bodies. The author tells us these abilities help them camouflage themselves from predators. The squid has the additional advantage of bioluminescence, the capacity for creating light to disorient predators. The text goes on to explain that squid will use their sharp beaks, sucker rings and barbed hooks to defend themselves too.

As these texts detail the anatomical features, intelligence, habitats and defensive behaviors of the octopus and the squid, we learn that the two animals share some similarities but have distinct differences, too.

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, The Island of Madagascar. On another paper, paraphrase each sentence in your own words. Use sentence starters and create at least one word referent per sentence. Then, try “flipping the sentence.”

Ex. During the Golden Age of Piracy, Madagascar was overtaken by buccaneers who set up camp on its beautiful beaches and plundered passing ships.

In the article, we learn that buccaneers set up camp on the the tropical island and robbed passing ships during the Golden Age of Piracy.

Underline the sentence starter and circle the word referent used in the paraphrased version of the sentence. Notice how the writer “flipped” the sentence below.

Buccaneers set up camp on the tropical island and robbed passing ships during the Golden Age of Piracy, according to the article.

1. With a population of nearly 25 million, Madagascar is an independent nation in the Indian Ocean.
2. An impressive 250,000 different species can be found on Madagascar and more than 600 of them have been discovered in the past decade.
3. In the 7th century, the remote region was an important trading port visited regularly by sailors from Africa, India, and the Arabian Peninsula.

4. The Lemur, a primate known for its ear-splitting howls and lush black and white tail is one example of the many animal species found in Madagascar and nowhere else on earth.

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 The Art of John J. Audubon. Imagine that you are writing a report about John J. Audubon and want to use this information. Paraphrase each sentence. Use word referents for the words that appear in boldface type and the Citing Sentence Starters to help you. You might also flip the sentence subject!

1. Known primarily for his richly realistic **portraits** of birds, John J. Audubon is one of the world's most accomplished wildlife artists.

2. Published in 1826 and still in print today, Audubon's book Birds of America contains 427 of the artist's lavish watercolor illustrations of **birds** depicted in their natural environments.

3. Audubon's art is acclaimed for its **exacting** detail and unique sense of design.

4. Audubon was working on **illustrations** of four-legged mammals when his eyesight began to fail in 1843.

5. The world's first bird conservation society, The National Audubon Society was named in the **accomplished** artist's honor.

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)

Read each sentence below from the text Wildlands Firefighting. 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.

Ex. To qualify for the job, wildlands firefighters are usually required to pass various fitness tests, the least strenuous of which is a three-mile walk with a 45-pound backpack that must be completed in less than 45 minutes.

In paragraph two, the author explains that: "To qualify for the job, wildlands firefighters are usually required to pass various fitness tests, the least strenuous of which is a three-mile walk with a 45-pound backpack that must be completed in less than 45 minutes."

1. Setting broken bones, applying tourniquets to control bleeding and administering oxygen are the medical procedures most commonly performed by wildlands firefighters.

2. To get and stay in shape, most wildlands firefighters recommend running on hilly terrain while clutching hand weights.

3. To navigate through miles of forest, these brave individuals must have the ability to read a topographic map and use a compass.

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 used in the sentence starter:

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

Name _____

GIVING THE AUTHOR CREDIT (2)

Read each sentence, below from the text, The Vibrant 1960s. 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. Indiana used his pop art to make statements about the civil unrest of the times.

2. The decade that began with the conservative, classic styles of the 1950s had swung in the exact opposite direction by the mid-60s.

3. These eloquent songs certainly touched many hearts and shaped many attitudes.

CITING SENTENCE STARTERS WITH INFORMATIONAL VERBS:

- In the second paragraph, the author asserts: “ _____ .”
- Later in the article the author maintains that: “ _____ .”
- When describing the music of the 1960s author tells us: “ _____ .”

BONUS: Substitute a different Informational Verb for the one used in the sentence starter:

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

EXTRA CHALLENGE: Find the word referents for the 1960s found throughout this informational piece and list them below.