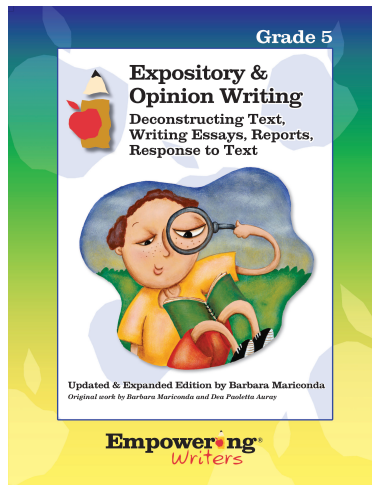




Grade 5
Expository and Opinion Writing
Deconstructing Text, Writing Essays, Reports, Response to Text

Student Pages for Print or Projection

SECTION 5: Introductions and Conclusions



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



Student Reference Page

WHAT YOUR EXPOSITORY INTRODUCTION PARAGRAPH NEEDS

When writing an original essay or report include:

1. A Lead: Catch the reader's attention with:

- an amazing or unusual fact
- a question
- a descriptive segment
- a statistic
- a quote
- an anecdote

2. A Topic Sentence: Briefly, clearly, tell the reader what the piece will be about.

Read each introduction paragraph that follows. Pay attention to the different kinds of leads. The lead appears in *italics*. The topic sentence is underlined. Notice that the topic sentence in each example is the same!

The emaciated residents of a dusty, parched African landscape move slowly through the intense heat. Children are listless, their bellies swollen with hunger. The adults are nothing but skin and bone. Disease ravages the small, remote village, and the rugged desolate terrain makes the delivery of food, water, and medicine a challenge. Suddenly, what seems like a large, dark, silent bird descends from the sky and lands, carrying a large package. The villagers eagerly approach the drone, anxious to break open the life-saving supplies. Without a doubt, drones can easily travel where humans can't, provide services in a time-efficient way, and can be the deliverer of both good and evil.

(Type of lead: descriptive segment)

In England, Domino's Pizza successfully tested out their "Domicopter," a drone designed to deliver pizza faster and more efficiently than traditional pizza delivery by automobile! The pizza arrived piping hot and ready to eat. Without a doubt, drones can easily travel where humans can't, provide services in a time-efficient way, and can be the deliverer of both good and evil.

(Type of lead: amazing fact)

(continued)



“The 20th century was the era of manned aircraft; the 21st century is the era of unmanned aircraft,” said Coast Guard Captain Chris Martino. Without a doubt, drones can easily travel where humans can’t, provide services in a time-efficient way, and can be the deliverer of both good and evil.

(Type of lead: quote)

According to the Washington Post, by the year 2020 there could be as many as 30,000 drones flying over the United States. Without a doubt, drones can easily travel where humans can’t, provide services in a time-efficient way, and can be the deliverer of both good and evil.

(Type of lead: statistic)

What aerial invention can be used for warfare and welfare, FBI investigations, and bird’s eye views of major sporting events? If you guessed the drone, you’re right! Without a doubt, drones can easily travel where humans can’t, provide services in a time-efficient way, and can be the deliverer of both good and evil.

(Type of lead: question)

I had hiked out to the large rocky ledge overlooking Salem pond. Settling in my usual place, I took out my binoculars and prepared for some bird watching. Suddenly I spotted what looked like a large locust whirring at least a hundred feet above the water. To my left was a woman with a remote controller who seemed to be manipulating the flying object. I approached her and she explained to me that it was her drone. She used it for aerial photography, producing one-of-a-kind nature shots. Without a doubt, drones can easily travel where humans can’t, provide services in a time-efficient way, and can be the deliverer of both good and evil.

(Type of lead: anecdote)



Student Page

Name: _____

LEADS AND TOPIC SENTENCES (1)

Read each introduction paragraph. Fill in the author's prewriting plan in order to highlight each main idea. Underline the lead in red and the topic sentence in blue. Then, on the line below each summary, tell which kind of lead the author used:

**Descriptive Segment • Amazing Fact • Question
• Quote • Statistic • Anecdote**

Armored vehicles have been around for centuries - Leonardo da Vinci actually designed an armored chariot in the 1400s! Nowadays tanks protect those inside, offer powerful, accurate fire power, and easily cover all kinds of terrain, making them the most sophisticated armored vehicles for use in warfare.

TOPIC: _____

Main Idea #1 _____

Main Idea #2 _____

Main Idea #3 _____

Type of lead: _____

Three Olympic sized pools, two modern workout and exercise rooms, beauty salon, health spa, luxurious shops, and five star restaurants... No you're not dreaming! The Five Oaks Resort is my favorite place for recreation, relaxation, and fine dining.

TOPIC: _____

Main Idea #1 _____

Main Idea #2 _____

Main Idea #3 _____

Types of leads: _____

Read each introduction again and check (✓) the one that belongs in an opinion piece. Circle the one that introduces an expository piece.



Name: _____

LEADS AND TOPIC SENTENCES (2)

Read each introduction paragraph. Fill in the author's prewriting plan in order to highlight each main idea. Underline the lead in red and the topic sentence in blue. Then, on the line below each summary, tell which kind of lead the author used:

**Descriptive Segment • Amazing Fact • Question
• Quote • Statistic • Anecdote**

"Come on down and enjoy some fun in the sun!" says Oceanview, Florida resident Jimmy Barrett. This incredible area attracts active, outdoorsy types, nature and city lovers alike. Oceanview is the absolute best place to live or to visit!

TOPIC: _____

Main Idea #1 _____

Main Idea #2 _____

Main Idea #3 _____

Type of lead: _____

Imagine hauling a stone block the size of an SUV, weighing about two tons, up a steep hill - and doing this over and over again for an entire lifetime! This is how generations of slaves in ancient Egypt spent their days. This work eventually resulted in the completion of the Great Pyramids

TOPIC: _____

Main Idea #1 _____

Main Idea #2 _____

Main Idea #3 _____

Types of leads: _____

Read each introduction again and check (✓) the one that belongs in an opinion piece. Circle the one that introduces an expository piece.

THINK ABOUT IT: Why were you unable to list the main ideas on the prewriting plans on this page? What did you notice about the TOPIC SENTENCES?



Student Page

Name: _____

LEADS AND TOPIC SENTENCES (3)

Read each introduction paragraph. Fill in the author's prewriting plan in order to highlight each main idea. Underline the lead in red and the topic sentence in blue. Then, on the line below each summary, tell which kind of lead the author used:

Descriptive Segment • Amazing Fact • Question
• Quote • Statistic • Anecdote

It can calculate your income taxes, clean your room, answer your phone, and feed the family pets, all in less than ten minutes! Leonard Smith's most recently invented robot is a marvel of modern science.

TOPIC: _____

Main Idea #1 _____

Main Idea #2 _____

Main Idea #3 _____

Type of lead: _____

He stares intently at the small screen. An array of beeps and blips sound over the energetic electronic tune that is emitted from the device. The boy's hands move quickly and instinctively, and he is visibly exhilarated at the electronic challenge. Video games are terrific.

TOPIC: _____

Main Idea #1 _____

Main Idea #2 _____

Main Idea #3 _____

Types of leads: _____

Read each introduction again and check (✓) the one that belongs in an opinion piece. Circle the one that introduces an expository piece.

THINK ABOUT IT: Why were you unable to list the main ideas on the prewriting plans on this page? What did you notice about the TOPIC SENTENCES?



Student Page

Name: _____

WRITING AN ATTENTION-GRABBING LEAD (1)

Read the topic sentence below:

The new super-store supermarkets feature a wide variety of products, low prices, and friendly service.

The topic sentence tells us that the piece will be about a variety of products available in super-stores. Think about the various kinds of leads you can write to grab the reader's attention:

**Descriptive Segment • Amazing Fact • Question
• Quote • Statistic • Anecdote**

Use the spaces below to write an example of each of the following leads. Make sure each lead catches the reader's attention and draws the reader on to the topic sentence above.

- **Descriptive Segment** (*Write several phrases that describe super-stores.*)

- **Amazing Fact** (*Write an amazing or little known fact about the new super-stores. Use your own observations or those of people who shop in super-stores. You may also conduct some research on this subject*)



Name: _____

WRITING AN ATTENTION-GRABBING LEAD (2)

Read the topic sentence below:

The new super-store supermarkets feature a wide variety of products, low prices, and friendly service.

The topic sentence tells us that the piece will be about a variety of products available in super-stores. Think about the various kinds of leads you can write to grab the reader's attention:

Descriptive Segment • Amazing Fact • Question
• Quote • Statistic • Anecdote

Use the spaces below to write an example of each of the following leads. Make sure each lead catches the reader's attention and draws the reader on to the topic sentence above.

- **Anecdote** (*Write an anecdote about your own or someone else's experience shopping in super-stores.*)

- **Quote** (*What might an AUTHORITY - a super-store executive, employee, or longtime shopper - say about super-stores?*)



Student Page

Name: _____

WRITING AN ATTENTION-GRABBING LEAD (3)

Read the topic sentence below:

The new super-store supermarkets feature a wide variety of products, low prices, and friendly service.

The topic sentence tells us that the piece will be about a variety of products available in super-stores. Think about the various kinds of leads you can write to grab the reader's attention:

**Descriptive Segment • Amazing Fact • Question
• Quote • Statistic • Anecdote**

Use the spaces below to write an example of each of the following leads. Make sure each lead catches the reader's attention and draws the reader on to the topic sentence above.

- **Statistic** *(Write a reasonable number fact about the new super-stores. Use your observations or those of people you know. You might also research this at your local super-store or on-line.)*

- **Question** *(Write a question or series of questions that will make people wonder about the variety of products available in a super-store.)*



Name: _____

REVISE THESE BORING LEADS (1)

Even though an expository piece is intended to give you straight-forward information, it should NOT be dull. Read each introduction below. Each one is BORING.

REMEMBER: The introduction should have a “lead” sentence that makes the reader eager to read on. In each example, the BORING LEAD sentence is in italics. The topic sentence is underlined.

Revise each lead sentence using one of the following techniques:

**Descriptive Segment • Amazing Fact • Question
• Quote • Statistic • Anecdote**

1. *This is my report about baseball.* Baseball is a great American game.

2. *Zoom.* The Land Rover is a high-quality vehicle.

Bonus: How could this author have improved each topic sentence above so that the reader has a better idea of what she/he will learn by reading on?



Student Page

Name: _____

REVISE THESE BORING LEADS (2)

An opinion piece is intended to share your point of view. Therefore, it should NOT be dull. Read each introduction below. Each one is BORING.

REMEMBER: The introduction should have a “lead” sentence that makes the reader eager to read on. In each example, the BORING LEAD sentence is in italics. The topic sentence is underlined.

Revise each lead sentence using one of the following techniques:

**Descriptive Segment • Amazing Fact • Question
• Quote • Statistic • Anecdote**

1. *I know a lot about Abraham Lincoln.* Abe Lincoln is my favorite statesman.

2. *Yum yum.* Ice cream is a terrific dessert.

Bonus: How could this author have improved each topic sentence above so that the reader has a better idea of what she/he will learn by reading on?



Student Page

Name: _____

EFFECTIVE TOPIC SENTENCES

Read the prewriting plan and the menu of possible TOPIC SENTENCES the author is considering.

- Circle the topic sentence that references EACH main idea/reason.
- Underline the topic sentence that refers to the main ideas in a general way.
- Cross out the topic sentence that does not encompass all of the main ideas.
- Place a check (✓) beside the example of an opinion piece summary.

TOPIC: MUSIC

Main Idea #1: Listening to

Main Idea #2: Practicing

Main Idea #3: Performing

Topic Sentences:

There are many things involved in being a musician.

I like listening to music, don't you?

Becoming a musician involves listening, practicing, and performing.

TOPIC: KIDS SHOULD GET ALLOWANCE

Main Idea #1: Get paid for chores

Main Idea #2: Learn to budget

Main Idea #3: Buy what you want

Topic Sentences:

Should kids have to earn their allowance, or just receive it so that they have money on hand?

When kids get paid to do the chores they learn how to budget responsibly and can buy the things they want.

Allowance benefits kids in numerous ways.

Think About it: What is the benefit of stating each main idea within the topic sentence?

How does it help the author? How does it help the reader?

Extend this! Create a lead that can be used along with each effective TOPIC SENTENCE.



Student Page

Name: _____

WRITING TOPIC SENTENCES (1)

Read each prewriting plan. The author has listed both the TOPIC and the main ideas/reasons. Use this information to craft an effective TOPIC SENTENCE. Be sure your topic sentence references each main idea/reason.

Ex: **TOPIC:** PUBLIC LIBRARY

Main Idea #1: read for free

Main Idea #2: research center

Main Idea #3: community programs

TOPIC SENTENCE:

The library makes all the latest books available to you free of charge.
You can visit your public library to do research or participate in
community enrichment programs of all kinds.

TOPIC: CAPE COD

Main Idea #1: seashore habitat

Main Idea #2: lighthouses

Main Idea #3: tourism

TOPIC SENTENCE:

OPTION: Try creating a TOPIC SENTENCE that *suggests* or *implies* main ideas/reasons in a general way, rather than stating each main idea/reason specifically.



Name: _____

WRITING TOPIC SENTENCES (2)

Read each prewriting plan. The author has listed both the TOPIC and the main ideas/reasons. Use this information to craft an effective TOPIC SENTENCE. Be sure your topic sentence references each main idea/reason.

Ex: TOPIC: DOWNTOWN ATTRACTIONS

Main Idea #1: restaurants

Main Idea #2: park

Main Idea #3: theater

Main Idea #4: shopping

TOPIC SENTENCE:

If you enjoy fine food, an evening at the theater, the appeal of a park, and a variety of shopping opportunities, you can take advantage of all of them downtown.

TOPIC: MUSEUM OF NATURAL HISTORY

Main Idea #1: dinosaur bones

Main Idea #2: Native American artifacts

Main Idea #3: nature displays

Main Idea #4: African masks

TOPIC SENTENCE:

OPTION: Try creating a TOPIC SENTENCE that *suggests* or *implies* main ideas/reasons in a general way, rather than stating each main idea/reason specifically.



Name: _____

WRITING THE INTRODUCTION PARAGRAPH (1)

Read each assignment as well as the author's prewriting plan. Use this information to write an effective introduction paragraph. Be sure you include a powerful LEAD as well as an effective TOPIC SENTENCE. Underline the lead in RED, the topic sentence in BLUE.

Chores are a fact of life. Write a piece giving information on the chores that are a part of your life. Be sure to include tips on carrying out these chores effectively.

TOPIC: CHORES

Main Idea #1: dusting

Main Idea #2: taking out the trash

Main Idea #3: mowing the lawn

Bats are interesting creatures. Write a report that includes information about a bat's appearance, habitat, and unique behavior.

TOPIC: BATS

Main Idea #1: appearance

Main Idea #2: habitat

Main Idea #3: unique behavior

BONUS: In the margin, indicate what *kind* of lead you wrote beside each introduction paragraph.



Student Page

Name: _____

WRITING THE INTRODUCTION PARAGRAPH (2)

Read each assignment as well as the author's prewriting plan. Use this information to write an effective introduction paragraph. Be sure you include a powerful LEAD as well as an effective TOPIC SENTENCE. Underline the lead in RED, the topic sentence in BLUE.

Italy is a popular vacation destination. Write a piece explaining why so many people enjoy visiting Italy.

TOPIC: ITALY

Main Idea #1: landscape

Main Idea #2: famous cities

Main Idea #3: museums

Main Idea #4: restaurants

Joining a gym can dramatically improve your fitness level. Write an expository article that describes what the gym offers to improve your fitness.

TOPIC: GYM

Main Idea #1: cardio equipment

Main Idea #2: weight training

Main Idea #3: classes

BONUS: In the margin, indicate what *kind* of lead you wrote beside each introduction paragraph.



Student Reference Page

STRATEGIES FOR CRAFTING A RESPONSE TO TEXT INTRODUCTION

1. Read the assignment or prompt and analyze it for GIVENS and VARIABLES.
2. Fill in a SUMMARIZING FRAMEWORK for each source text and use this to write a paragraph using INFORMATIVE VERBS.
3. Read the assignment and TURN QUESTIONS INTO RESPONSES.

Ex. You've read two articles on Ancient Native American cultures – one about the Aztecs and the other about the Mayans. Write an essay comparing their daily life, artistic treasures, and systems for reading and math. Then, based on both articles, explain what you see as the greatest contribution each culture made.

1. Analyze the assignment for **givens and variables**:

Givens: *Describe Aztec and Mayan daily life, artistic treasures, systems for reading and math*

Variable: *Greatest Contribution*

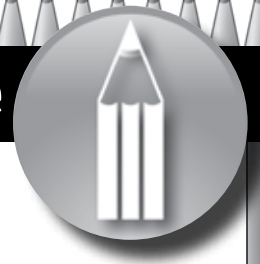
2. Use **summarizing framework** to craft a paragraph with informative verbs:

TOPIC: *Mayan and Aztec cultures*

MAIN IDEA #1: *daily life*

MAIN IDEA #2: *artistic treasures*

MAIN IDEA #3: *systems for reading and math*



In both of these texts the authors discuss shrinking natural habitats and how they affect the animals that depend on them. The first article describes the melting polar caps that make it extremely difficult for the polar bears to hunt and find food. In the second article we learn about how the lumber industry is responsible for deforestation in Sumatra, stripping the land of food for elephants.

3. Turn a question into a response:

Of the many contributions these cultures made, I believe the greatest was the sophisticated math and astronomy knowledge that the Mayans used to create their calendar.

4. By combining these techniques students can compose a solid introduction paragraph:

In these texts, one on the Mayans, the other on the Aztecs, the authors explore many aspects of culture. We discover many details regarding daily life, examine artistic treasures left behind, and learn about complex systems of reading and math. Of the many contributions these cultures made, I believe the greatest was the sophisticated math and astronomy knowledge that the Mayans used to create their calendar.



Name: _____

WRITING RESPONSE TO TEXT INTRODUCTION PARAGRAPHS

Imagine that you've read two source texts and created the following summarizing frameworks for these texts:

TOPIC: DEFORESTATION AND GLOBAL WARMING

Main Idea #1: rainforests produce oxygen

Main Idea #2: rainforests reduce carbon

Main Idea #3: development causes more pollution

TOPIC: AUTOMOBILES AND GLOBAL WARMING

Main Idea #1: more cars than ever

Main Idea #2: cause air pollution

Main Idea #3: keep us dependent on fossil fuels

Now, imagine that you must respond to this assignment:

You've read articles outlining two of the many causes of global warming, one text on deforestation and the other on automobile emissions. Write an essay explaining two ways that you think increased population can result in deforestation and automobile emissions that increase global warming.

1. What are the GIVENS in this assignment? _____

What are the VARIABLES? _____

2. Based on the summarizing frameworks, write a paragraph using INFORMATIVE VERBS:

3. Finally, turn the 'why' QUESTIONS INTO a RESPONSE and make it the last sentence in your paragraph, above.



Student Page

Name: _____

REVISING DULL CONCLUSION PARAGRAPHS

Read this author's prewriting plan and concluding paragraph:

TOPIC: LEMONADE (*opinion*)

Main Reason #1: Easy to make

Main Reason #2: refreshing

Main Reason #3: Sell it

So now you know why people like lemonade. Because it's easy to make, it's refreshing on a hot day, and if you have any left over you can set up a lemonade stand. THE END

The conclusion paragraph restates the main reasons in a boring way.

Watch the way the author REVISED this paragraph using the following techniques:

- Restating each main reason as **a question**
- Using word referents
- General Topic Sentence

How simple and effortless is it to tear open that little package and add water? Can you think of anything more tangy and satisfying than a tall frosty glassful on a hot afternoon? Would you like to earn extra cash? You can sell this delicious beverage in front of your house! Lemonade is an all-around excellent thirst-quenching refreshment!

Here is another example of a "before and after" conclusion paragraph:

TOPIC: MAKING AN ICE CREAM SUNDAE (*expository - how to*)

Main Idea #1: Ingredients

Main Idea #2: Preparation

Main Idea #3: Serving

BEFORE: *So now you know how to make an ice cream sundae. I hope you enjoyed reading about the ingredients, preparation, and serving it. THE END*

AFTER: *So are you ready to go out and purchase everything you need to create this popular dessert? Are you clear on the steps for assembling this frozen treat? Have you decided where and how you will serve your guests? Once done, everyone will certainly enjoy your well-assembled and beautifully served ice cream sundae!*



Name: _____

ANALYZING CONCLUSION PARAGRAPHS (expository)

The concluding paragraph should “sum up” the main ideas of an expository piece. However, this should not be a totally redundant restating of the main ideas. Read this conclusion paragraph. It restates the main ideas in a boring way. Underline main idea #1 in red, main idea #2 in blue, main idea #3 in green.

Like I said, camping is popular. You get to escape from the stresses of the city, build a campfire, and appreciate nature. That is why many people go camping. THE END

Based on the conclusion paragraph, fill in the author’s prewriting plan below.

TOPIC: _____

Main Idea #1: _____

Main Idea #2: _____

Main Idea #3: _____

Now read the revised conclusion, below. Once again, underline main idea #1 in red, main idea #2 in blue, main idea #3 in green.

Can you imagine replacing the sound of angry traffic noise with the soothing, calming sounds of the forest? Might you appreciate sitting around the warmth and beauty of a campfire? Would you photograph some wildlife - both animals and plants? These are just some of the reasons why thousands of people find roughing it in the wilderness to be so rewarding.

ANALYZE IT:

- Compare the “before and after” concluding paragraphs. (Compare color to color for main ideas.)
- CIRCLE the word referents the author used in place of the topic word: **camping**.
- In the revised version, what technique does the author use to restate each main idea?
- Place a check beside the general restatement of the TOPIC SENTENCE.



Name: _____

REVISE THIS CONCLUSION PARAGRAPH (*opinion*) (1)

Read this conclusion paragraph. Fill in the author's prewriting plan below. List more specific or descriptive language for each main reason on the lines provided.

Now, don't you love Crystal Lake? You can swim, boat, and fish.
THE END

TOPIC: _____

List specific or descriptive examples for each main reason.

Main Reason #1: _____

Main Reason #2: _____

Main Reason #3: _____

Revise this conclusion paragraph by **restating each main reason as a question**.

Sentence Starters:

- | | |
|--------------------------------|--|
| • Wouldn't you love to _____ ? | • Wouldn't it be exciting to _____ ? |
| • Do you enjoy _____ ? | • Shouldn't you take to opportunity to _____ ? |
| • Couldn't you imagine _____ ? | • Why not try _____ ? |

Main Reason #1: _____

Main Reason #2: _____

Main Reason #3: _____

BONUS: On another paper, write a new and improved conclusion paragraph using the main reason questions you created above. Then, see if you can replace your main reason and topic "blurbs" (Crystal Lake, swim, boat, fish) with **word referents**. Replace the boring final sentence with a **general restatement of the TOPIC SENTENCE** using a general adjective.



Student Page

Name: _____

REVISE THIS CONCLUSION PARAGRAPH (*expository*) (2)

Read this conclusion paragraph. Fill in the author's prewriting plan below. List more specific or descriptive language for each main idea on the lines provided.

Parades are planned for holidays. Parades have floats and marching bands. Have you been to a parade?

TOPIC: _____

List specific or descriptive examples for each main idea.

Main Idea #1: _____

Main Idea #2: _____

Main Idea #3: _____

Revise this conclusion paragraph by **restating each main idea as a question**.

Sentence Starters:

- Can you imagine _____ ?
- Have you noticed _____ ?
- Did you realize that _____ ?
- Have you ever seen _____ ?
- Will you plan on _____ ?
- Do you enjoy _____ ?

Main Idea #1: _____

Main Idea #2: _____

Main Idea #3: _____

BONUS: On another paper, write a new and improved conclusion paragraph using the main idea questions you created above. Then, see if you can replace your main idea and topic “blurbs” (parades, holidays, floats, bands) with **word referents**. Replace the boring final sentence with a **general restatement of the TOPIC SENTENCE** using a **general adjective**.



Student Reference Page

DEFINITIVE WORDS/PHRASES *lend an air of authority and finality to the piece.*

certainly	surely	positively	clearly
decidedly	undoubtedly	for sure	absolutely
definitely	of course	indeed	truly
without a doubt			

INFORMATIVE VERBS *replace passive or helping verbs with informative verbs in order to easily restate each main idea.*

recognize	understand	disclose	discover
uncover	reveal	study	examine
observe	analyze	investigate	find out
focus on	research	know	delve
consider	determine	remember	explore
illustrate	outline	explain	discuss
become familiar with	be on the lookout	become aware of	



Name: _____

DEFINITIVE WORDS AND PHRASES

One way authors end their pieces effectively is to use definitive words and phrases to add an air of authority and clarity to the conclusion paragraph. Here is a list of these words and phrases:

certainly	surely	without a doubt	clearly	decidedly	truly	for sure
absolutely	definitely	of course	indeed	undoubtedly	positively	

Read each conclusion paragraph. Use carets to insert one or more definitive words or phrases in order to add an air of authority and finality to the conclusion.

When you head off to Boston, keep these tourist tips in mind. Make tracks for Quincy Market and take a ride in a famous Swan Boat. And don't miss the Museum of Fine Arts. All this and more make this bustling city a popular place to visit.

Perhaps one day you will become an archaeologist. It takes a knowledge of history and art as well as a sense of adventure. Most of all it takes patience. These experts of ancient life make amazing contributions to our understanding of the past.

BONUS: In paragraph 1, circle the word referent the author uses in place of the topic word, BOSTON. In paragraph 2, circle the word referent the author uses in place of the topic word, ARCHAEOLOGIST.



Student Page

Name: _____

INFORMATIVE VERBS (1)

One way authors effectively restate main ideas is to use informative verbs along with word referents. Here is a list of informative verbs:

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

Read the “before” version of a conclusion paragraph, below. Underline main idea #1 in red, main idea #2 in blue, main idea #3 in green.

I hope you enjoyed reading about tornadoes. I told you about the weather that leads to tornadoes, about being safe during a tornado, and about the damage they cause. I hope you never get stuck in a tornado.

Read the following “after” version which restates each main idea using informative verbs and word referents. Again, underline main idea #1 in red, main idea #2 in blue, main idea #3 in green.

Now you’ll certainly recognize the meteorological conditions that set the stage for these killer storms. After discovering the extent of devastation that tornadoes can cause, you’ll surely remember everything you need to do to take cover and protect your life and your belongings. Tornadoes are absolutely awe-inspiring mega-weather events!

ANALYZE IT:

- Compare the “before and after” concluding paragraphs. (Compare color to color for main ideas.)
- Locate each word referent in the “after” version, and write the original word(s) it referred to above it - compare the “before” and “after” word choice.
- Place a check beside the general restatement of the TOPIC SENTENCE. BOX the general adjectives.
- Circle the DEFINITIVE WORDS AND PHRASES in the “after” version.



Name: _____

INFORMATIVE VERBS (2)

One way authors effectively restate main ideas is to use informative verbs along with word referents. Here is a list of informative verbs:

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

Read the conclusion paragraph below. Then, REVISE this paragraph using **informative verbs**. Also improve this paragraph through the use of **definitive words and phrases**, **word referents** for restating each main idea, and a **general restatement of the topic sentence**.

So that is my report on the Arctic Circle - the cold weather, the animals and the plants found there. I hope you enjoyed my essay.
THE END

CHECK YOURSELF:

- Locate each word referent in your revision, and write the original word(s) it referred to above it - compare the “before” and “after” word choice.
- Place a check beside your general restatement of the TOPIC SENTENCE. BOX the general adjectives.
- Circle the DEFINITIVE WORDS AND PHRASES in your revision.



Name: _____

THE HYPOTHETICAL ANECDOTE

One way to hold your reader's attention in your conclusion paragraph is to use a *hypothetical anecdote*. In other words, place your reader in a situation in which they might encounter your topic.

If your topic was

TALL SHIPS

Your reader might encounter your topic:

- In a harbor or historic seaport
- On a T.V. program
- In a book

Your *hypothetical anecdote* might read:

The next time you find yourself at South Street Seaport or historic Mystic, scan the horizon for the tall masts of these majestic seafaring vessels. You can take a tour, or learn more from the numerous books and programs on the subject.

If your topic was

JUMBO JETS

Your reader might encounter your topic:

- _____
- _____
- _____

If your topic was

**HIGH SCHOOL
MARCHING BANDS**

Your reader might encounter your topic:

- _____
- _____
- _____

BONUS: On another paper, use the following to turn your ideas into successful hypothetical anecdotes:

Sentence Starters:

- | | |
|------------------------------------|--------------------------------|
| • Someday when you _____. | • If you ever decide to _____. |
| • When you find yourself at _____. | • The next time you _____. |
| • During your next trip to _____. | • Should you ever _____. |



Name: _____

ANALYZING MORE COMPLEX CONCLUSIONS (1)

The concluding paragraph should “sum up” the main ideas of an expository piece or the main reasons in an opinion piece. However, this should not be a totally redundant restating of these main ideas/reasons. Read this conclusion paragraph. It restates the main ideas in a boring way. Underline main idea #1 in red, main idea #2 in blue, main idea #3 in green.

I hope you enjoyed reading my report about cacti. They live in the desert, many animals and birds live in them, and they are used as house plants. THE END

Based on the conclusion paragraph, fill in the author’s prewriting plan below:

TOPIC: _____

Main Idea #1: _____

Main Idea #2: _____

Main Idea #3: _____

Now read the revised conclusion below. Once again, underline main idea #1 in red, main idea #2 in blue, main idea #3 in green.

The next time you visit the American Southwest, grab your camera and head to the desert to photograph some amazing cacti. You’ll learn about the beautiful, harsh environment in which these succulent plants make their home and observe the wildlife that sets up house inside them. And, if you come to appreciate these prickly succulent plants you can purchase one to bring home and place on your windowsill. For sure, cacti are amazing living things.

ANALYZE IT:

- Compare the “before and after” concluding paragraphs. (Compare color to color for main ideas.)
- Box the hypothetical anecdote that puts your reader in contact with your topic.
- CIRCLE the word referents the author used in place of the word “cacti.”
- Underline the definitive words.
- Double underline the informative verbs.
- Place a check beside the general restatement of the TOPIC SENTENCE.



Student Page

Name: _____

ANALYZING MORE COMPLEX CONCLUSIONS (2)

The concluding paragraph should “sum up” the main ideas of an expository piece or the main reasons in an opinion piece. However, this should not be a totally redundant restating of these main ideas/reasons. Read this conclusion paragraph. It restates the main ideas in a boring way. Underline main idea #1 in red, main idea #2 in blue, main idea #3 in green.

So now you know all about the benefits of swimming. It is good exercise, knowing how to swim keeps you safe around water, and you can join a swim team or class. THE END

Based on the conclusion paragraph, fill in the author’s prewriting plan below:

TOPIC: _____

Main Idea #1: _____

Main Idea #2: _____

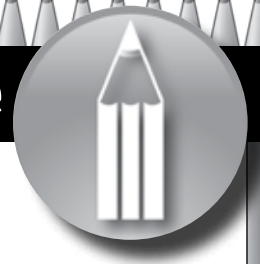
Main Idea #3: _____

Now read the revised conclusion below. Once again, underline main idea #1 in red, main idea #2 in blue, main idea #3 in green.

Whether at home or on vacation, grab your swimsuit and goggles and head to the local pool or beach for a healthy aquatic workout! You’ll definitely learn water safety and gain lots of confidence. Do you enjoy teamwork? You can explore the possibilities of joining a competitive swim team or take a course to improve your skills. Whatever you decide, you’ll be healthier and happier after a workout in the water! Indeed, swimming provides so many benefits.

ANALYZE IT:

- Compare the “before and after” concluding paragraphs. (Compare color to color for main ideas.)
- Box the hypothetical anecdote that puts your reader in contact with your topic.
- CIRCLE the word referents the author used in place of the word “swimming.”
- Underline the definitive words.
- Double underline the informative verb.
- Place a check beside the general restatement of the TOPIC SENTENCE.



Name: _____

CRAFTING POWERFUL CONCLUSION PARAGRAPHS (1)

Use all of the techniques you know to REVISE the following dull conclusion paragraph.

REMEMBER - *you can*:

- restate main ideas as questions
- use informative verbs
- use hypothetical anecdotes
- use word referents
- use definitive words/phrases
- use a general restatement of the topic sentence

Now you know all about skiing - what gear you need, the clothes to wear, and also where to go to ski. Maybe you will decide to be a skier.
THE END

CHECK YOURSELF!

- Compare the “before and after” concluding paragraphs. Underline main idea #1 in red, main idea #2 in blue, main idea #3 in green.
- Box the hypothetical anecdote that puts your reader in contact with your topic.
- CIRCLE the word referents the author used in place of the topic words and main idea blurbs.
- Underline the definitive words/phrase.
- Double underline the informative verbs.
- Place a check beside the general restatement of the TOPIC SENTENCE.



Student Page

Name: _____

CRAFTING POWERFUL CONCLUSION PARAGRAPHS (2)

Use all of the techniques you know to REVISE the following dull conclusion paragraph.

REMEMBER - *you can*:

- restate main reasons as questions
- use informative verbs
- use hypothetical anecdotes
- use word referents
- use definitive words/phrases
- use a general restatement of the topic sentence

This is why so many people go to Bermuda on vacation - the beaches, the nice hotels, the restaurants, and the shopping. I hope you enjoyed reading my report on the island of Bermuda. THE END

CHECK YOURSELF!

- Compare the “before and after” concluding paragraphs. Underline main reason #1 in red, main reason #2 in blue, main reason #3 in green.
- Box the hypothetical anecdote that puts your reader in contact with your topic.
- CIRCLE the word referents the author used in place of the topic words and main reason blurbs.
- Underline the definitive words/phrase.
- Double underline the informative verbs.
- Place a check beside the general restatement of the TOPIC SENTENCE.



Name: _____

WRITING RESPONSE TO TEXT CONCLUSION PARAGRAPHS

You've read two source texts and created the following summarizing frameworks for these texts:

TOPIC: PAUL REVERE

Main Idea #1: early life

Main Idea #2: revolutionary activities

Main Idea #3: midnight ride

TOPIC: KATE BARRY - PATRIOT

Main Idea #1: early life

Main Idea #2: spy and guide

Main Idea #3: Battle of Cowpens

Now, imagine that you wrote to this assignment, below, but you still need to complete the conclusion paragraph:

You've read two articles on important patriots who affected the outcome of the Revolutionary War – one about Paul Revere and the other about Kate Barry. Based on these texts, write an essay comparing these two patriotic figures and the role they have played in U.S. history.

Use the following to help craft your conclusion paragraph on the lines below:

- **REITERATE** your TOPIC and MAIN IDEAS.
- **SYNTHESIZE** information from both texts and draw a conclusion.
- **EVALUATE** how this information inspires, challenges, or changes you.

Challenge: Include word referents and informative verbs!



introduction

PAUL REVERE *topic/title*

1.) We've all heard the lines, "The British are coming! The British are coming!" and the story of patriot Paul Revere's famous midnight ride warning Massachusetts colonists of an impending British attack. The setting was the American Revolutionary War, and Paul Revere has become a legend in the story of America's victory. While it's true that Paul Revere was a participant in the Boston Tea Party, and, in fact did take a midnight ride on horseback mustering local militias to hold back the Brits, he very likely never galloped through, waving a lantern and shouting into the darkness. In separating truth from legend, Paul Revere made his ride as quietly as possible – but he still accomplished what he'd set out to do!

early life

2.) Paul Revere grew up in Boston, the son of a French immigrant who was a silversmith. In 1748 when Paul was thirteen years old he quit school in order to become his father's apprentice. Six years later, when his father died, Paul took over the business. He became an expert at engraving, produced surgical instruments, silver tableware and tea sets. He also made eye glasses and replacement teeth! At twenty one Paul joined the army for a short time, and a year later married Sarah Orne. Through the years they would eventually have eight children.

revolutionary activity

3.) It may have been economic troubles that originally inspired Paul Revere to become a revolutionary. In 1765 the British imposed the **Stamp Act**. This was a tax on colonists used to support British troops in America. This tax was a hardship on the colonists and money was tight. This affected Revere's business and, in protest, he helped form the "**Sons of Liberty**." They organized protests against the British, which escalated over time. Things took a turn in 1770 when the British fired on a group of protesting colonists. Revere crafted an engraving depicting that event which became

1765



known as the **Boston Massacre**. Three years later Paul Revere led a group of dissidents in the Boston Tea Party in protest against a British tax on tea, dumping an entire shipload of the expensive, highly flavorful leaves into Boston Harbor.

4.) Of course, Paul Revere is best known for his famous Midnight Ride. On April 18, 1775 it was discovered that the British would be approaching along the Charles River toward Lexington in hopes of capturing American revolutionaries Samuel Adams and John Hancock. Paul Revere and another patriot, William Dawes, were sent out on horseback to wage the warning and muster troops. In fact, there were other riders as well, each taking a different route, so that if any of them were stopped, another might succeed. Paul Revere crossed the Charles River and rode on toward Lexington. He also arranged for compatriot Robert Newman to light lanterns in the steeple of Boston's Old North Church – one lantern to signal that the Brits were approaching by land, and two if they were coming by ship. This is where the saying “One if by land, two if by sea” originated. Paul Revere reached Lexington about thirty minutes before William Dawes, and Hancock and Adams were warned. Revere and Dawes rode on toward Concord, were stopped and questioned by British troops, managed to escape, and head back to Lexington to assist Hancock's family to escape. All of this helped prepare the Americans to defend themselves against a British attack.

body

5.) After the Revolutionary War, Paul Revere returned to silver smithing and lived a quiet life. Few people remembered his midnight ride. Almost fifty years after Paul's death in 1818, poet Henry Wadsworth Longfellow wrote the poem he titled “Paul Revere's Ride” and with the popularity of the poem Paul Revere became a legend. Revere's ²early life, ³his revolutionary activities, and ⁴his midnight ride have all become a lasting part of the story of our country's birth.

conclusion



Student Page

Name: _____

PAUL REVERE

We've all heard the lines, "The British are coming! The British are coming!" and the story of patriot Paul Revere's famous midnight ride warning Massachusetts colonists of an impending British attack. The setting was the American Revolutionary War, and Paul Revere has become a legend in the story of America's victory. While it's true that Paul Revere was a participant in the Boston Tea Party, and, in fact did take a midnight ride on horseback mustering local militias to hold back the Brits, he very likely never galloped through, waving a lantern and shouting into the darkness. In separating truth from legend, Paul Revere made his ride as quietly as possible – but he still accomplished what he'd set out to do!

Paul Revere grew up in Boston, the son of a French immigrant who was a silversmith. In 1748 when Paul was thirteen years old he quit school in order to become his father's apprentice. Six years later, when his father died, Paul took over the business. He became an expert at engraving, produced surgical instruments, silver tableware and tea sets. He also made eye glasses and replacement teeth! At twenty one Paul joined the army for a short time, and a year later married Sarah Orne. Through the years they would eventually have eight children.

It may have been economic troubles that originally inspired Paul Revere to become a revolutionary. In 1765 the British imposed the **Stamp Act**. This was a tax on colonists used to support British troops in America. This tax was a hardship on the colonists and money was tight. This affected Revere's business and, in protest, he helped form the "**Sons of Liberty**." They organized protests against the British, which escalated over time. Things took a turn in 1770 when the British fired on a group of protesting colonists. Revere crafted an engraving depicting that event which became

(continued)



known as the **Boston Massacre**. Three years later Paul Revere led a group of dissidents in the Boston Tea Party in protest against a British tax on tea, dumping an entire shipload of the expensive, highly flavorful leaves into Boston Harbor.

Of course, Paul Revere is best known for his famous Midnight Ride. On April 18, 1775 it was discovered that the British would be approaching along the Charles River toward Lexington in hopes of capturing American revolutionaries Samuel Adams and John Hancock. Paul Revere and another patriot, William Dawes, were sent out on horseback to wage the warning and muster troops. In fact, there were other riders as well, each taking a different route, so that if any of them were stopped, another might succeed. Paul Revere crossed the Charles River and rode on toward Lexington. He also arranged for compatriot Robert Newman to light lanterns in the steeple of Boston's Old North Church – one lantern to signal that the Brits were approaching by land, and two if they were coming by ship. This is where the saying “One if by land, two if by sea” originated. Paul Revere reached Lexington about thirty minutes before William Dawes, and Hancock and Adams were warned. Revere and Dawes rode on toward Concord, were stopped and questioned by British troops, managed to escape, and head back to Lexington to assist Hancock's family to escape. All of this helped prepare the Americans to defend themselves against a British attack.

After the Revolutionary War, Paul Revere returned to silver smithing and lived a quiet life. Few people remembered his midnight ride. Almost fifty years after Paul's death in 1818, poet Henry Wadsworth Longfellow wrote the poem he titled “Paul Revere's Ride” and with the popularity of the poem Paul Revere became a legend. Revere's early life, his revolutionary activities, and his midnight ride have all become a lasting part of the story of our country's birth.



introduction

topic/title

KATE BARRY - PATRIOT

1.) Most of us can name at least some of the famous American patriots of the Revolutionary War. We might call to mind the famous men who signed the Declaration of Independence – names like John Hancock, Samuel and John Adams, Thomas Jefferson and John Penn. We might envision the Boston Tea Party...or George Washington crossing the Delaware. But few of us imagine the young, dark-haired wife and mother named Catherine Moore Barry, considered the patriot who shifted the entire course of the war in America's favor. Catherine, known as Kate, grew up in South Carolina near Spartanburg, became an unlikely spy and guide, and, due to her bravery, assured the victory at the Battle of Cowpens that changed the course of the Revolutionary War in the south.

early life

2.) Born in 1752 and was the first of ten children born to Charles and Mary Moore, Kate belonged to one of the first families to settle in what is known as the Piedmont area of South Carolina. With so many children, and so much work to be done, Kate grew up fast. At just fifteen years of age she married Andrew Barry and moved to their own home nearby. Her husband soon became a captain in the patriot army, despite the fact that many South Carolinians were loyalists to the British throne. As they raised their three children, Kate whole-heartedly supported her commander husband in the revolutionary cause.

spy/guide

3.) By 1781 Kate was a scout, guide, messenger, and spy for the Revolution. An experienced horsewoman, she often rode through the countryside, back roads, and trails unfamiliar to the British. She could get from one place to another with great

(continued)



speed and stealth, on horseback or on foot, taking shortcuts only a native would know. In addition to serving as a messenger and guide, Kate actually fought in a number of battles with her husband, Andrew. Of course, she also knew the houses of each and every patriot in the area. Legend says that on one occasion Kate tied her toddler to the safety of her bedpost in order to head out and warn others of the approach of British troops.

4.) Most famously, Kate was largely responsible for mustering patriots to fight the British at what is called the “Battle of Cowpens.” British General Cornwallis was

planning an attack on a patriot militia led by General Daniel Morgan. General Morgan understood that he didn’t have enough troops to successfully overcome the British assault. Knowing Kate’s reputation, he asked her to help gather revolutionary soldiers. On her own, Kate Barry set out along the paths and trails she knew so well, alerting the patriots and calling them to muster. Some say this was the time she left her infant behind, tied to the bedpost, but no one knows for sure. Thanks to Catherine, General Morgan defeated Cornwallis, who eventually surrendered to George Washington. Because of this the colonies eventually won their independence.

Battle of Cowpens

5.) Without a doubt, Catherine Moore Barry – or Kate Barry - is a name every American should know. Her early years, her life as a Revolutionary, and her courageous role in the turning point at the Battle of Cowpens is worthy of respect. If you ever visit South Carolina, head to the town of Roebuck and visit Walnut Grove Plantation, Kate’s childhood home, and pay tribute to this amazing American patriot.

conclusion



Student Page

Name: _____

KATE BARRY - PATRIOT

Most of us can name at least some of the famous American patriots of the Revolutionary War. We might call to mind the famous men who signed the Declaration of Independence – names like John Hancock, Samuel and John Adams, Thomas Jefferson and John Penn. We might envision the Boston Tea Party...or George Washington crossing the Delaware. But few of us imagine the young, dark-haired wife and mother named Catherine Moore Barry, considered the patriot who shifted the entire course of the war in America's favor. Catherine, known as Kate, grew up in South Carolina near Spartanburg, became an unlikely spy and guide, and, due to her bravery, assured the victory at the Battle of Cowpens that changed the course of the Revolutionary War in the south.

Born in 1752 and was the first of ten children born to Charles and Mary Moore, Kate belonged to one of the first families to settle in what is known as the Piedmont area of South Carolina. With so many children, and so much work to be done, Kate grew up fast. At just fifteen years of age she married Andrew Barry and moved to their own home nearby. Her husband soon became a captain in the patriot army, despite the fact that many South Carolinians were loyalists to the British throne. As they raised their three children, Kate whole-heartedly supported her commander husband in the revolutionary cause.

By 1781 Kate was a scout, guide, messenger, and spy for the Revolution. An experienced horsewoman, she often rode through the countryside, back roads, and trails unfamiliar to the British. She could get from one place to another with great

(continued)



speed and stealth, on horseback or on foot, taking shortcuts only a native would know. In addition to serving as a messenger and guide, Kate actually fought in a number of battles with her husband, Andrew. Of course, she also knew the houses of each and every patriot in the area. Legend says that on one occasion Kate tied her toddler to the safety of her bedpost in order to head out and warn others of the approach of British troops.

Most famously, Kate was largely responsible for mustering patriots to fight the British at what is called the “**Battle of Cowpens.**” British General Cornwallis was planning an attack on a patriot militia led by General Daniel Morgan. General Morgan understood that he didn’t have enough troops to successfully overcome the British assault. Knowing Kate’s reputation, he asked her to help gather revolutionary soldiers. On her own, Kate Barry set out along the paths and trails she knew so well, alerting the patriots and calling them to muster. Some say this was the time she left her infant behind, tied to the bedpost, but no one knows for sure. Thanks to Catherine, General Morgan defeated Cornwallis, who eventually surrendered to George Washington. Because of this the colonies eventually won their independence.

Without a doubt, Catherine Moore Barry – or Kate Barry - is a name every American should know. Her early years, her life as a Revolutionary, and her courageous role in the turning point at the Battle of Cowpens is worthy of respect. If you ever visit South Carolina, head to the town of Roebuck and visit Walnut Grove Plantation, Kate’s childhood home, and pay tribute to this amazing American patriot.