

**Grade 3
Informational/Expository
& Opinion Writing Guide**

Student Pages for Print or Projection

SECTION 5: Introductions and Conclusions



THREE TYPES OF LEADS

A descriptive segment

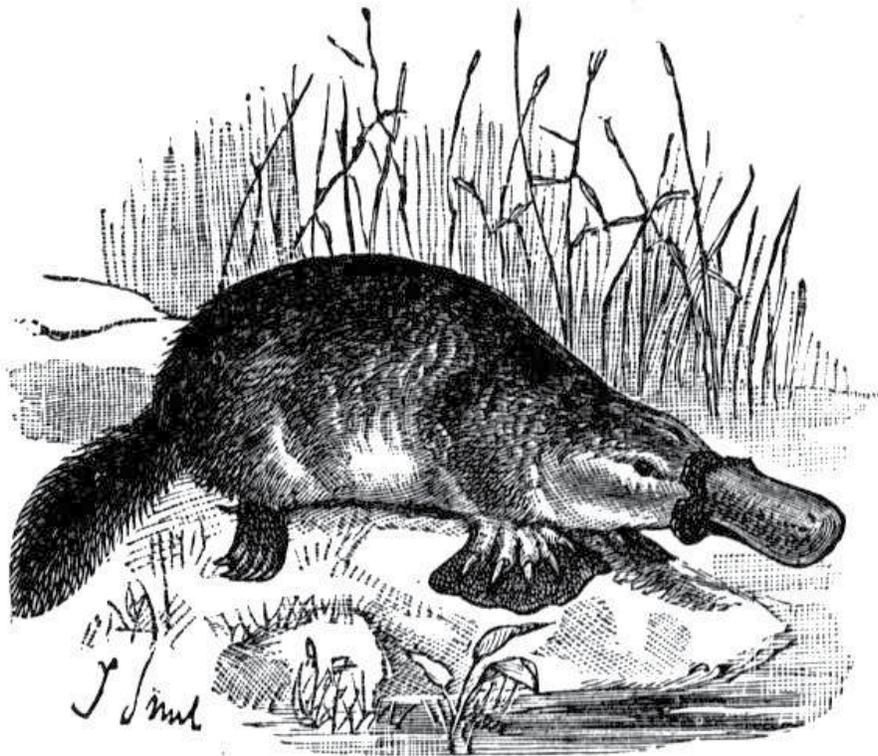
Imagine a mammal with the bill of a duck and the tail of a beaver.

A question

Have you ever seen a platypus?

An anecdote

When I saw a platypus on a science show on TV, I thought nature was playing a joke on me!





Student Page

Name: _____

IDENTIFYING THREE TYPES OF LEADS (1)

Read the lead sentences below and decide if the lead is a question, a descriptive segment or an anecdote. Put a check mark next to your choice. Then, underline the topic sentence and fill in the summarizing framework.

When we think of robots we might imagine human shapes made of shiny metal with panels of blinking lights like the ones we've seen in movies. They either glide on wheels, beeping and buzzing, or walk with mechanical, choppy steps as they fulfill our every command! But nowadays robots are used in places like factories, science labs, and hospitals. They are often small in size and look nothing like metal people! Modern robots are able to complete complex tasks with great precision.

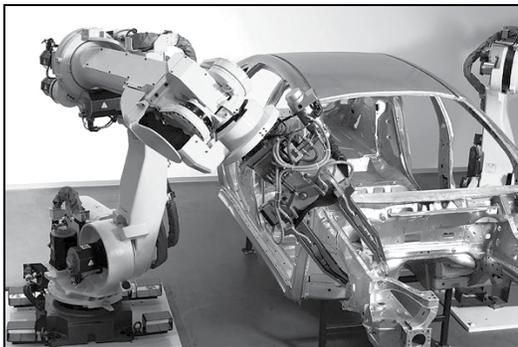
_____ descriptive segment _____ question _____ anecdote

TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____

MAIN IDEA #3: _____



Do you think this is the beginning of an informational or an opinion piece? How do you know? _____





Name: _____

IDENTIFYING THREE TYPES OF LEADS (2)

Read the lead sentences below and decide if the lead is a question, a descriptive segment or an anecdote. Put a check mark next to your choice. Then, underline the topic sentence and fill in the summarizing framework.

Have you ever spied something that looks like a huge white pinwheel or windmill, atop a very tall pole, spinning in the sky? If so, you've probably seen a **wind turbine**. Let's learn where wind turbines can be found and how they're used to make electricity.

_____ descriptive segment _____ question _____ anecdote

TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____



Do you think this is the beginning of an informational or an opinion piece? How do you know? _____





Student Page

Name: _____

IDENTIFYING THREE TYPES OF LEADS (3)

Read the lead sentences below and decide if the lead is a question, a descriptive segment or an anecdote. Put a check mark next to your choice. Then, underline the topic sentence and fill in the summarizing framework.

There are jelly beans of every color in the display case and the smell of honey-roasted peanuts fills the air. Welcome to the most delicious place in the whole world, Sam’s Sweet Shop! Feel your taste buds dance in delight as you taste the absolute best chewy, fruity treats and crunchy, nutty candies ever.

_____ descriptive segment _____ question _____ anecdote

TOPIC: _____

MAIN REASON #1: _____

MAIN REASON #2: _____



BONUS: Place an “E” beside the introduction paragraph if you think it’s the beginning of an informational piece. Place an “O” beside the introduction paragraph if you think it’s the beginning of an opinion piece.





Name: _____

IDENTIFYING THREE TYPES OF LEADS (4)

Read the lead sentences below and decide if the lead is a question, a descriptive segment or an anecdote. Put a check mark next to your choice. Then, underline the topic sentence and fill in the summarizing framework.

At camp last summer, I was eager to learn how to shoot a bow and arrow. This is the world's best sport and it is called archery. It is quite easy to learn, but you need to have very strong arms and lots of patience to get really good at archery.

_____ descriptive segment _____ question _____ anecdote

TOPIC: _____

MAIN REASON #1: _____

MAIN REASON #2: _____



BONUS: Place an “E” beside the introduction paragraph if you think it’s the beginning of an informational piece. Place an “O” beside the introduction paragraph if you think it’s the beginning of an opinion piece.





Student Page

Name: _____

TOPIC SENTENCES: GENERAL... OR SPECIFIC (1)

Read the pairs of topic sentences below and circle the more effective one.

Plants need certain things in order to grow.

- Or -

Plants need air, water, and sunlight to grow.

You should be careful when you buy vegetables.

- Or -

Try to buy vegetables that are fresh and organic.

Walking, bicycling, and swimming are excellent ways to exercise.

- Or -

They are lots of good ways to get your exercise in every day.





Name: _____

TOPIC SENTENCES: GENERAL... OR SPECIFIC (2)

Read the pairs of topic sentences below and circle the more effective one.

The loveable Panda Bear lives in the bamboo forests of China and is rarely spotted in the wild.

- Or -

My favorite animal is the Panda Bear.

Baseball is the world's greatest sport because it requires speed to run the bases as well as strength to smash the ball into the outfield.

- Or -

I am going to tell you why I think baseball is the world's best team sport.

My sister is a great friend.

- Or -

My sister is my best friend because she knows many great games and she always plays fair.





Student Page

Name: _____

TRANSLATING TOPIC SENTENCES INTO PREWRITING PLANS (1)

Read the introduction paragraph below and decide if the lead is a question, a descriptive segment or an anecdote. Put a check mark next to your choice. Then, underline the topic sentence and fill out the author's prewriting plan. Remember, effective topic sentences will outline the main ideas or main reasons that the piece will explore.

My aunt keeps a journal listing and describing all of the birds she sees in her backyard. She also collects the beautiful feathers she finds on the ground. Did you know that besides helping birds to fly, feathers also keep birds warm and dry?

_____ descriptive segment _____ question _____ anecdote

TOPIC: _____

MAIN IDEA/REASON #1: _____

MAIN IDEA/REASON #2: _____



Do you think this is the beginning of an informational or an opinion piece? How do you know? _____





Name: _____

TRANSLATING TOPIC SENTENCES INTO PREWRITING PLANS (2)

Read the introduction paragraph below and decide if the lead is a question, a descriptive segment or an anecdote. Put a check mark next to your choice. Then, underline the topic sentence and fill out the author's prewriting plan. Remember, effective topic sentences will outline the main ideas or main reasons that the piece will explore.

Did you know that without bees gardens will suffer? And did you realize that bees have been mysteriously dying? Scientists have been studying how a virus and the use of pesticides are hurting bee populations.

_____ descriptive segment _____ question _____ anecdote

TOPIC: _____

MAIN IDEA/REASON #1: _____

MAIN IDEA/REASON #2: _____



Do you think this is the beginning of an informational or an opinion piece? How do you know? _____





Student Page

Name: _____

TRANSLATING TOPIC SENTENCES INTO PREWRITING PLANS (3)

Read the introduction paragraph below and decide if the lead is a question, a descriptive segment or an anecdote. Put a check mark next to your choice. Then, underline the topic sentence and fill out the author’s prewriting plan. Remember, effective topic sentences will outline the main ideas or main reasons that the piece will explore.

It’s Halloween and the streets are filled with every kind of terrifying character! You might see a green-faced witch with a long pointy nose or a scaly-faced monster with shaggy eyebrows and fangs! Many trick-or-treaters hide behind a mask. Let’s explore the history of masks, the many different types of masks, and some of the interesting ways masks are used.

_____ descriptive segment _____ question _____ anecdote

TOPIC: _____

MAIN IDEA/REASON #1: _____

MAIN IDEA/REASON #2: _____

MAIN IDEA/REASON #3: _____



Do you think this is the beginning of an informational or an opinion piece? How do you know? _____





Name: _____

TRANSLATING TOPIC SENTENCES INTO PREWRITING PLANS (4)

Read the introduction paragraph below and decide if the lead is a question, a descriptive segment or an anecdote. Put a check mark next to your choice. Then, underline the topic sentence and fill out the author's prewriting plan. Remember, effective topic sentences will outline the main ideas or main reasons that the piece will explore.

Do your parents work hard? Most certainly do, and I believe even the littlest kids can help out with many chores. Washing the car and weeding the garden are two of the easiest ways to help your busy parents.

_____ descriptive segment _____ question _____ anecdote

TOPIC: _____

MAIN IDEA/REASON #1: _____

MAIN IDEA/REASON #2: _____



Do you think this is the beginning of an informational or an opinion piece? How do you know? _____





Student Page

Name: _____

TRANSLATING TOPIC SENTENCES INTO PREWRITING PLANS (5)

Read the introduction paragraph below and decide if the lead is a question, a descriptive segment or an anecdote. Put a check mark next to your choice. Then, underline the topic sentence and fill out the author’s prewriting plan. Remember, effective topic sentences will outline the main ideas or main reasons that the piece will explore.

Listen to the birds sing in the morning, climb a tall tree or take a walk in the quiet woods. These are just a few of the wonderful things you can do every day if you live in the country. Without a doubt, life in the country is a better choice than staying in a crowded city.

_____ descriptive segment _____ question _____ anecdote

TOPIC: _____

MAIN IDEA/REASON #1: _____

MAIN IDEA/REASON #2: _____



Do you think this is the beginning of an informational or an opinion piece? How do you know? _____





Name: _____

TRANSLATING TOPIC SENTENCES INTO PREWRITING PLANS (6)

Read the introduction paragraph below and decide if the lead is a question, a descriptive segment or an anecdote. Put a check mark next to your choice. Then, underline the topic sentence and fill out the author's prewriting plan. Remember, effective topic sentences will outline the main ideas or main reasons that the piece will explore.

From the minute I discovered finger painting as a little kid, I have liked art. It is important that we start an art club at school for students like me who want to learn more about painting and drawing, and display our work for people to see.

_____ descriptive segment _____ question _____ anecdote

TOPIC: _____

MAIN IDEA/REASON #1: _____

MAIN IDEA/REASON #2: _____



Do you think this is the beginning of an informational or an opinion piece? How do you know? _____





Student Page

Name: _____

STARTING WITH A QUESTION (1)

Read the summarizing framework below and write a lead sentence for the introduction paragraph about summer. Use the technique of a question and the given sentence starters.

TOPIC: Summer

Main Reason #1: Enjoying the outdoors

Main Reason #2: Family vacations

Your Lead Sentence: _____

Sentence Starters:

- Are you eager _____?
- What is your _____?
- Do you know anybody who _____?
- Can you imagine _____?





Name: _____

STARTING WITH A QUESTION (2)

Read the summarizing framework below and write a lead sentence for the introduction paragraph about winter sports. Use the technique of a question and the given sentence starters.

TOPIC: Winter Sports

Main Reason #1: Sledding

Main Reason #2: Ice Skating

Your Lead Sentence: _____

Sentence Starters:

- Do you want to _____?
- Would you like _____?
- Have you ever had the chance _____?
- Can you imagine _____?





Student Page

Name: _____

STARTING WITH A QUESTION (3)

Read the summarizing framework below and write a lead sentence for the introduction paragraph about a birthday party. Use the technique of a question and the given sentence starters.

TOPIC: My Birthday Party

Main Reason #1: Piñata

Main Reason #2: Chocolate Cake

Your Lead Sentence: _____

Sentence Starters:

- Did you have _____?
- Can you describe _____?
- Have you ever been to _____?
- Will you ever forget _____?





Name: _____

STARTING WITH A QUESTION (4)

Read the summarizing framework below and write a lead sentence for the introduction paragraph about a campfire. Use the technique of a question and the given sentence starters.

TOPIC: A Campfire

Main Reason #1: Telling Stories

Main Reason #2: Toasting Marshmallows

Your Lead Sentence: _____

Sentence Starters:

- Can you imagine _____?
- Wouldn't it be exciting to _____?
- Have you ever _____?
- Are you hoping _____?





Student Page

Name: _____

THREE WAYS TO WRITE A LEAD (1)

Read the summarizing frameworks and the completed example below. Try to write a lead for this informational or opinion piece two different ways.

TOPIC: Best Friends

Main Idea #1: Have sleepovers

Main Idea #2: Play games



Example: A Descriptive Segment

Meet Becky. Tall and pretty with her straight blond hair, my best friend has a gift for gymnastics. I love watching her do cartwheels and handsprings. She never seems to get tired!

Anecdote (remember: an anecdote is a short story from your own experience.) _____

Question _____

Sentence Starters:

- The first time _____?
- Do you _____?
- Let me introduce _____?
- Have you _____?





Name: _____

THREE WAYS TO WRITE A LEAD (2)

Read the summarizing frameworks and the completed example below. Try to write a lead for this informational or opinion piece two different ways.

TOPIC: Bus Safety

Main Idea #1: Stay seated

Main Idea #2: Talk, but don't shout



Example: A Descriptive Segment

It can be a bumpy, loud ride with crowds of kids chatting and laughing. Some stand to talk to the people behind them and others wave from the windows.

Anecdote (remember: an anecdote is a short story from your own experience.) _____

Question _____

Sentence Starters:

- I remember when _____
- Why is it so important _____?
- I learned _____
- Can you imagine _____?





Student Page

Name: _____

THREE WAYS TO WRITE A LEAD (3)

Read the summarizing frameworks and the completed example below. Try to write a lead for this informational or opinion piece two different ways.



TOPIC: Fish

Main Idea #1: Covered with scales

Main Idea #2: Breathe through gills

Example: An Anecdote

I became interested in fish and other sea life when I visited the aquarium. The colorful tropical fish looked so pretty swimming around the bright coral reefs.

Anecdote (remember: an anecdote is a short story from your own experience.) _____

Question _____

Sentence Starters:

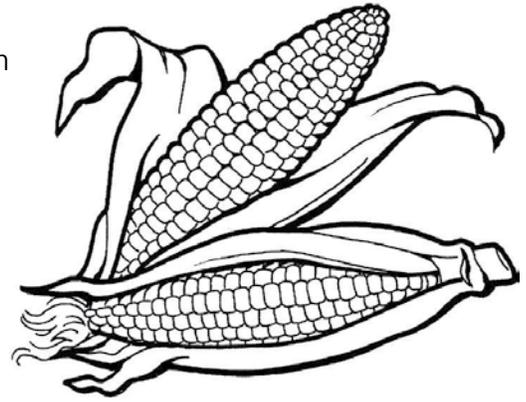
- What is _____?
- Picture a _____
- Are you curious about _____?
- Look into the _____



Name: _____

THREE WAYS TO WRITE A LEAD (4)

Read the summarizing frameworks and the completed example below. Try to write a lead for this informational or opinion piece two different ways.



TOPIC: Summer Foods

Main Idea #1: Watermelon

Main Idea #2: Corn-on-the-Cob

Example: A Question

What is your favorite taste of summer?

Anecdote (remember: an anecdote is a short story from your own experience.) _____

Question _____

Sentence Starters:

- Taste the _____
- Feel your _____
- I was so proud _____
- At the farmer's market _____





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WRITE A LEAD AND A TOPIC SENTENCE

Read the summarizing frameworks below and write a lead to an informational or opinion piece about baseball. Remember, your lead can be a question, a descriptive segment or an anecdote (a short story from your own experience). Then, write a topic sentence telling us what your piece will be about and the two main ideas it will explore. Use the sentence starters if you find them helpful.

TOPIC: Baseball

Main Idea #1: Playing the Field

Main Idea #2: Batting

Lead: _____

Topic Sentence: _____

Sentence Starters:

- The first time I _____
- What is your _____?
- Have you ever _____?
- Hear the _____
- I play _____
- The sound of _____





Name: _____

USING INFORMATIVE VERBS IN INTRODUCTION PARAGRAPHS (1)

Read the summarizing framework and introduction paragraph for the informational piece below. First, underline the topic sentence. Then, replace the boldfaced phrase with an informative verb in one of the sentence starters, below.

Topic: Africa

MAIN IDEA #1: Deserts

MAIN IDEA #2: Jungles



Have you ever traveled to Africa? **There is much to see and learn** on this captivating continent, from vast deserts to dark, dense jungles.

Informative Verbs

You're probably eager to **learn about** this _____.

Remember, you can experience _____.

Travelers can **explore** this _____.

Let's **delve into** this _____.



BONUS: What kind of lead appears in the introduction paragraph above?
(Circle your choice)

A question

A descriptive segment

An anecdote





Student Page

Name: _____

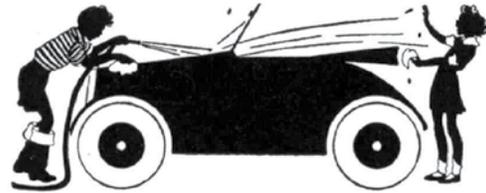
USING INFORMATIVE VERBS IN INTRODUCTION PARAGRAPHS (2)

Read the summarizing framework and introduction paragraph for the informational piece below. First, underline the topic sentence. Then, replace the boldfaced phrase with an informative verb in one of the sentence starters, below.

Topic: Earning Money

MAIN IDEA #1: Washing cars

MAIN IDEA #2: Raking yards



Imagine having money to spend any way you please. You could buy a ticket to an exciting movie, purchase some buttery popcorn and a big box of candy. Another treat might be a double-scoop ice cream cone on the way home from school. **You can** wash cars or rake lawns for your neighbors to earn the extra money that could buy all this and more.

Informative Verbs

We'll **explore** how to _____.

Let's **find out** how to _____.

We'll **examine** how to _____.

Let's **learn** how to _____.



Bonus: What kind of lead appears in the introduction paragraph above?
(Circle your choice)

A question

A descriptive segment

An anecdote



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 shrinking habitats. One was about polar bears in the Arctic, and the other was about forests where elephants live in Sumatra. Write an essay describing the reasons these habits are shrinking and how these animals are being affected. Then, based on both texts, explain if you think people can help. If so, how?

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

Givens: *Describe reasons for shrinking habitats
How polar bears and elephants are affected*

Variable: *How people can help*

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

TOPIC: Shrinking Habitats

MAIN IDEA #1: *Polar Bears (Arctic)*

MAIN IDEA #2: *Elephants (Sumatra)*

MAIN IDEA #3: *Support Wildlife Preservation Organizations, Reduce Greenhouse gases*





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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:

Based on both articles, I think there are a number of ways people can help to turn this situation around.

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

In both of these texts the authors discuss shrinking natural habitats and how they affect the animals living there. The first article describes melting polar caps that make it hard for the polar bears to find food. In the second article we learn how cutting trees down in Sumatra is destroying food for elephants. Based on both articles, I think there are a number of ways people can help.





Name: _____

WRITING RESPONSE TO TEXT INTRODUCTION PARAGRAPHS (1)

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

TOPIC: SPACE EXPLORATION

MAIN IDEA #1: History

MAIN IDEA #2: Exploring Mars

TOPIC: DEEP SEA EXPLORATION

MAIN IDEA #1: History

MAIN IDEA #2: Mapping the Ocean Floors

Now, imagine that you must respond to this assignment:

You've read two articles on exploration, one on space exploration and the other on deep sea exploration. Write an essay that describes the challenges these explorers face and which discovery you found the most interesting.

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 'which' QUESTIONS INTO a RESPONSE and make it the last sentence in your paragraph, above.





Student Page

Name: _____

WRITING RESPONSE TO TEXT INTRODUCTION PARAGRAPHS (2)

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

TOPIC: CAUSES OF FOREST FIRES

MAIN IDEA #1: Droughts

MAIN IDEA #2: Lightning

MAIN IDEA #3: Humans

TOPIC: CLIMATE CHANGE

MAIN IDEA #1: Rising temperatures

MAIN IDEA #2: Droughts

MAIN IDEA #3: Extreme Weather

Now, imagine that you must respond to this assignment:

You've read a text on the causes of forest fires and an article about climate change. In response, write an essay explaining how climate change contributes to conditions that cause forest fires. Be sure to use evidence from both texts in your response. Then explain what you think people can do to improve the situation.

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 'what' QUESTIONS INTO a RESPONSE and make it the last sentence in your paragraph, above.





Name: _____

FIND THE MATCHING CONCLUSION (1)

Read the summarizing frameworks and the conclusion paragraphs below. Draw a line matching the summarizing framework with the corresponding conclusion paragraph.

Summarizing Framework:

TOPIC: Adopting a Pet

MAIN IDEA #1: Dogs

MAIN IDEA #2: Cats

Summarizing Framework:

TOPIC: Growing Seeds

MAIN IDEA #1: Soil

MAIN IDEA #2: Water

MAIN IDEA #3: Sun

Have you always longed for a pet but couldn't afford to go to the pet store to buy one? You can easily adopt a cute canine or a fancy feline for little or no cost. These adopted pets certainly can be a wonderful addition to the family!

Would you like to grow tomatoes or sunflowers? Do you think you'd enjoy picking a fresh cucumber or squash? You can definitely grow these from seeds! All you need to do is bury them in some soil, water them every day, and be sure they get some sun. You'll be turning seeds into full grown plants in no time at all!

BONUS: Can you spot two word referents in one of these introduction paragraphs that also use alliteration? (That means that each word begins with the same sound.) Circle these two word referents.





Student Page

Name: _____

FIND THE MATCHING CONCLUSION (2)

Read the summarizing frameworks and the conclusion paragraphs below. Draw a line matching the summarizing framework with the corresponding conclusion paragraph.

Summarizing Framework:

TOPIC: Music

MAIN IDEA #1: Singing

MAIN IDEA #2: Playing an instrument

Imagine catching a quick glimpse of a cheetah as it zips across the African grasslands or seeing a peregrine falcon dive to earth at breathtaking speed. Without a doubt, spotting either of these famous speedsters in their natural habitat would be an experience to remember.

Summarizing Framework:

TOPIC: Speedy Animals

MAIN IDEA #1: The Cheetah

MAIN IDEA #2: The Peregrine Falcon

Music is a powerful way to spark creativity and bring people together. Singing and playing an instrument are activities you can enjoy for a lifetime. So why not make some magical melodies with the chorus, the band or the orchestra today. After all, everybody should have the chance to discover their own talents.

BONUS: A word referent appears in each of these conclusion paragraphs. See if you can spot and circle each one.



Name: _____

FIND THE MATCHING CONCLUSION (3)

Read the summarizing frameworks and the conclusion paragraphs below. Draw a line matching the summarizing framework with the corresponding conclusion paragraph.

Summarizing Framework:

TOPIC: Orca

MAIN REASON #1: Habitat

MAIN REASON #2: Behaviors

Are you captivated by this sleek, smart, black and white creature of the deep who swims in all of the world's oceans? Do you find its natural behaviors unique? If so, you will surely agree that the Orca is the most fascinating marine mammal of them all.

Summarizing Framework:

TOPIC: Carnivorous Plants

MAIN REASON #1: Where they grow

MAIN REASON #2: How they eat

So, the next time you visit a swampy habitat, keep an eye out for these colorful insect gobblers. Certainly, you should have the chance to see a carnivorous plant with your own eyes.

BONUS: A word referent appears in each of these conclusion paragraphs. See if you can spot and circle each one.





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DEFINITIVE WORDS AND PHRASES

These types of words help you sum up your informational and opinion pieces with authority.

Without a doubt

After all

For sure

Surely

Clearly

Truly

Certainly

Definitely

Absolutely

INFORMATIVE VERBS

These types of words can help you restate your main idea or main reasons in your conclusion paragraph.

learn about

understand

discover

explore

examine

uncover

find out

focus on

remember





Name: _____

SUMMING IT ALL UP WITH DEFINITIVE WORDS AND PHRASES (1)

Read the example of a strong conclusion paragraph. Underline the definitive word or phrase and circle the word referent used to refer to the topic. Then, revise the second conclusion paragraph. Use a caret to insert a definitive word or phrase. Bonus: Add a word referent for the underlined word.

Example:

Topic: Road trips

MAIN IDEA #1: Audiobooks and music

MAIN IDEA #2: Taking breaks



Long road trips can be a blast if you enjoy listening to music and audiobooks in the car. Keep in mind also that you'll need to stop often and take short walks to stretch your legs when you hit the highway. After all, road trips never need to be boring.

Topic: Field Trips

MAIN IDEA #1: Where to go

MAIN IDEA #2: Raising money

Wouldn't you love to go on a field trip to a zoo or museum with your class? Why not plan a bake sale or car wash to raise money for a field trip? You will be proud of your efforts no matter how much you actually earn.

- | | |
|-----------------|------------|
| Without a doubt | Surely |
| Certainly | After all |
| For sure | Clearly |
| Truly | Definitely |





Student Page

Name: _____

SUMMING IT ALL UP WITH DEFINITIVE WORDS AND PHRASES (2)

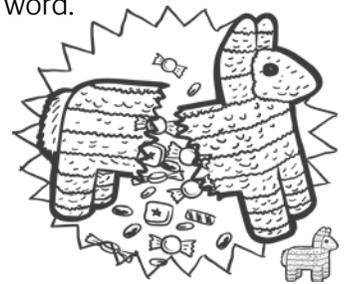
Read the example of a strong conclusion paragraph. Underline the definitive word or phrase and circle the word referent used to refer to the topic. Then, revise the second conclusion paragraph. Use a caret to insert a definitive word or phrase. Bonus: Add a word referent for the underlined word.

Example:

Topic: Piñatas

MAIN IDEA #1: Fun at a birthday party

MAIN IDEA #2: Candy and toys



Are you hoping to have a donkey-shaped piñata at your next birthday party? Will you fill it with candy or little toys? Either way, breaking open the colorful container of fun and seeing the tiny treasures fall out will be exciting. For sure, piñatas are festive!

Topic: Heroes

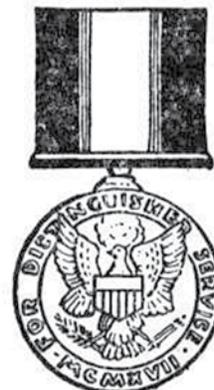
MAIN IDEA #1: Public servants

MAIN IDEA #2: Famous people

MAIN IDEA #3: Someone we know

Who are the heroes in your life? Firefighters, sports stars and caring family members all deserve our admiration. For most of us, people who help others and those who have accomplished something special are our heroes.

- | | |
|-----------------|------------|
| Without a doubt | Surely |
| Certainly | After all |
| For sure | Clearly |
| Truly | Definitely |





Name: _____

SUMMING IT ALL UP WITH DEFINITIVE WORDS AND PHRASES (3)

Read the example of a strong conclusion paragraph. Underline the definitive word or phrase and circle the word referent used to refer to the topic. Then, revise the second conclusion paragraph. Use a caret to insert a definitive word or phrase. Bonus: Add a word referent for the underlined word.

Example:

Topic: Tadpoles

MAIN IDEA #1: Losing tail

MAIN IDEA #2: Growing legs



Next spring, try to check the ponds and streams around your home for tadpoles. If you're lucky, you'll get the chance to see one of these baby amphibians lose its tail and grow legs as it slowly transforms itself into a frog. It is truly one of nature's miracle.

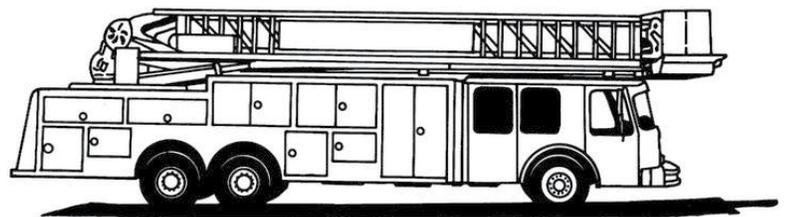
Topic: Being a Firefighter

MAIN IDEA #1: Helping people

MAIN IDEA #2: Driving a fire engine

Do you dream of being a firefighter? If you like helping people and driving a big red fire engine, being a firefighter could be a great job for you.

Without a doubt	Surely
Certainly	After all
For sure	Clearly
Truly	Definitely





Student Page

Name: _____

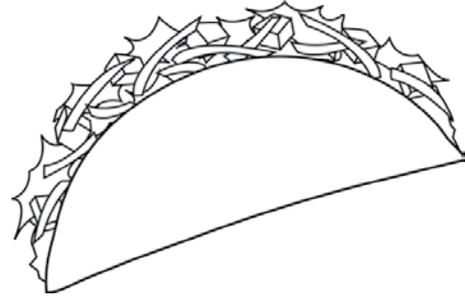
WRITING CONCLUSIONS (1)

Read the summarizing framework and the introduction paragraph below. Then, compose a conclusion to this opinion piece. Remember, your conclusion needs to restate the main reasons. You can use the sentence starters to help with a definitive word or phrase.

TOPIC: Tacos

MAIN REASON #1: Spicy Fillings

MAIN REASON #2: Crispy Shell



INTRODUCTION:

Oh, yes! Along with many of my classmates, I cheer whenever I see tacos on the menu in the cafeteria. With spicy fillings stuffed into a crispy shell, these popular Mexican specialties are my absolute favorite!

CONCLUSION:

Sentence Starters:

- It's clear that _____.
- You will definitely _____.
- Without a doubt, _____.
- You'll absolutely _____.





Name: _____

WRITING CONCLUSIONS (2)

Read the summarizing framework and the introduction paragraph below. Then, compose a conclusion to this opinion piece. Remember, your conclusion needs to restate the main reasons. You can use the sentence starters to help with a definitive word or phrase.

TOPIC: Why do zebras have stripes?

MAIN REASON #1: Stripes may confuse predators

MAIN REASON #2: Stripes may repel insects



INTRODUCTION:

Why do zebras have stripes? The surprising answer to that question is nobody really knows for sure. But there are several possibilities. One theory is that the striking black and white patterns may protect zebras from predators and another is that the stripes keep biting insects away. Let's take a closer look at both of these ideas.

CONCLUSION:

Sentence Starters:

- It is truly amazing that _____.
- You will surely _____.
- Without a doubt, _____.
- After all, _____.





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WRITING CONCLUSIONS (3)

Read the summarizing framework and the introduction paragraph below. Then, compose a conclusion to this opinion piece. Remember, your conclusion needs to restate the main reasons. You can use the sentence starters to help with a definitive word or phrase.

TOPIC: Komodo Dragons

MAIN REASON #1: Largest of all lizards

MAIN REASON #2: Deadly bite



INTRODUCTION:

Fire-breathing dragons aren't real, but Komodo Dragons, with their flickering, forked tongues, sure are! In my opinion, this colossal lizard is the scariest animal on Earth. Also known as a land crocodile, it is feared for its size as well as its deadly bite.

CONCLUSION:

Sentence Starters:

- Clearly _____.
- You will surely _____.
- Watch out for _____.
- It is certainly scary to think _____.



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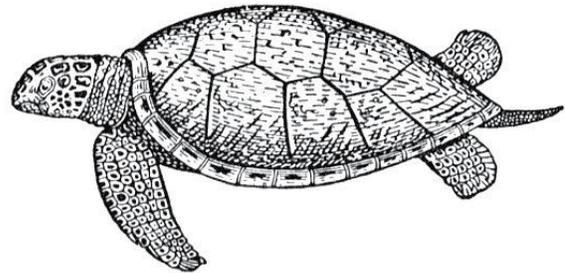
WRITING CONCLUSIONS (4)

Read the summarizing framework and the introduction paragraph below. Then, compose a conclusion to this opinion piece. Remember, your conclusion needs to restate the main reasons. You can use the sentence starters to help with a definitive word or phrase.

TOPIC: Sea Turtles

MAIN REASON #1: Nesting sites

MAIN REASON #2: Water pollution



INTRODUCTION:

When I visit an aquarium, I always spend a long time looking at the gigantic sea turtles. With their big eyes, they look ancient and intelligent to me. That's why I was so sad to learn how few are left swimming freely in our oceans. Because of water pollution and a lack of safe nesting areas, the future of the sea turtle is uncertain.

CONCLUSION:

Sentence Starters:

- After all, _____.
- You will surely _____.
- Without a doubt, _____.
- How can we _____.





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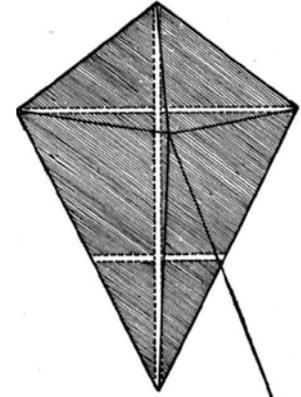
WRITING INTRODUCTIONS AND CONCLUSIONS (1)

Read the two body paragraphs for the informational piece below. On a separate piece of paper, write an introduction and conclusion paragraph to go with them.

TOPIC: Kites

MAIN IDEA #1: Making your own

MAIN IDEA #2: Stunt kites



Making your own kite is quite easy. All you have to do is cut a diamond shape out of a white plastic garbage bag and color it with bright markers. Then, take two straight sticks, one a little bit longer than the other. Tie the shorter of the two sticks across the longer one to form a cross. Attach a ball of string and your colorful diamond to the cross. You're done. Chances are, you'll be able to make your homemade kite take flight. Think of how proud you'll be!

As you become a more experienced kite-flyer, you're probably going to want to get a stunt kite. Shaped like a bird with wide, outstretched wings, these light kites can do dives from high into the sky, straight down to the ground, and back up again! You can also make them twist and turn in the sky. It takes practice to get the hang of flying a stunt kite, but it is definitely worth the time.

body



Name: _____

WRITING INTRODUCTIONS AND CONCLUSIONS (2)

Read the two body paragraphs for the informational piece below. On a separate piece of paper, write an introduction and conclusion paragraph to go with them.

TOPIC: Signs of Spring

MAIN IDEA #1: Rainy days

MAIN IDEA #2: Flowers bloom



In most parts of the world, spring is the wettest season of all! If we're eager for warmer weather, we might find the gray skies and drizzle frustrating. But the plants and trees need these gentle showers so that they can bloom beautifully in the coming months.

body

As the rain falls from the sky, tiny bursts of color pop up from the ground. You know that spring is here when you see flowers like sunny yellow daffodils and tall tulips start to bloom. Let's not forget the lovely violet lilacs, with their unforgettably sweet scent, that thrive in the spring.





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WRITING INTRODUCTIONS AND CONCLUSIONS (3)

Read the two body paragraphs for the opinion piece below. On a separate piece of paper, write an introduction and conclusion paragraph to go with them.

TOPIC: Ultimate Frisbee

MAIN REASON #1: Speed

MAIN REASON #2: Strength



Speed is a must if you expect to play frisbee. To win at this great game, you must throw a Frisbee into your team's zone on one end of the playing field. The other team tries to grab it and throw it in the other direction. Just like in soccer, you need to run almost non-stop! If you are able to keep up a steady pace on the soccer field, you have one of the skills you need to be an Ultimate Frisbee champion. You'll get a great work-out while you're at it.

body

You are also going to need strength. The strong arms and shoulders of a football player are needed in order to hurl the Frisbee from one end of the playing field to the other. Like football, the game can get rowdy and exciting as players dive and tumble to catch the Frisbee in flight. But an important difference between the two sports is that Ultimate Frisbee players never tackle each other.



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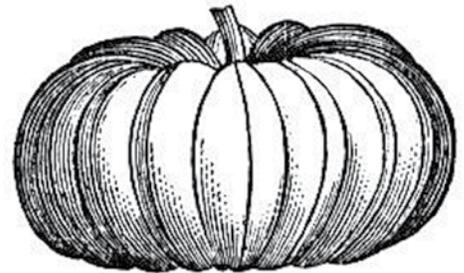
WRITING INTRODUCTIONS AND CONCLUSIONS (4)

Read the two body paragraphs for the opinion piece below. On a separate piece of paper, write an introduction and conclusion paragraph to go with them.

TOPIC: Pumpkins

MAIN REASON #1: Foods made from pumpkins

MAIN REASON #2: Jack O'Lanterns



Of course, everybody loves pumpkin pie, but that's only one of many delicious foods you can make from this favorite fruit. Think about brewing up a batch of spicy pumpkin soup to warm you up on cool autumn nights. Make sweet pumpkin muffins or pancakes for a delicious breakfast. Toasted and salted pumpkin seeds are a great snack too! I've even tasted pumpkin ice cream!

body

You know Halloween is on its way when you see the smiling or snarling faces of Jack o'lanterns all over your neighborhood. They set a spooky mood for everyone to enjoy! It's easy to carve a pumpkin and make it glow by putting a candle inside. They're the best Halloween decoration!





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COYOTES

It's no wonder that across North America many folk tales of Native Americans have focused on the wild canine called the coyote. In some stories the coyote is a trickster, in others a hero, in still others a clown. These crafty wolf-like creatures live all across North America, everywhere from prairies and forests to deserts and cities. They can be identified by their distinctive appearance and studied for their interesting behaviors. Get ready to meet the coyote!

It's true that coyotes can look like a medium sized husky dog, but if you study them more closely you'll see differences. Coyotes weigh between twenty and forty pounds and are covered in thick tan, brown, rust, gray, or whitish fur. Their fur color tends to match their habitat. Desert coyotes will be a sandy tan color. Those living in mountains are a darker gray. This helps them blend in with their habitat. The coyote has golden or amber colored eyes, and a thick, bushy tail. Their heads are flatter than a dog's and their snouts are longer. Their pointy ears stand up, making them seem always at attention. This helps them to locate prey. Like their relatives; dogs, wolves, foxes, and jackals, these four-legged mammals have padded paws and sharp teeth.

Let's look at coyotes' behavior. They are *solitary* beasts – they tend to wander their habitat alone. However, in the winter, or when food is scarce, coyotes will form packs or groups and hunt together. Coyotes are *nocturnal*, sleeping during the day and hunting at night. You might hear them howling, barking, or yipping after dark. They have sharp eyesight and hearing and can run up to forty miles per hour. They can also tiptoe around prey to catch them by surprise. When a pack of coyotes surrounds their prey they howl together. It is an eerie, ghostly sound! Though they mostly hunt small prey like rodents and rabbits, the pack can take down bigger animals such as deer or farm animals. They'll also eat everything from frogs and fish to snakes, insects, fruit and berries. Therefore, coyotes are *omnivores* that eat both meat and vegetation. Coyotes mate for life and stay in small family groups. Once in a while they'll mate with dogs. Their coyote-dog pups are called coydogs and do not make the best pets. Because they are half wild their behavior can be unpredictable and they have been known to attack people.

No matter where in North America you go, be on the lookout at dawn and dusk for the wily coyote! Recognize its appearance and notice its behavior. But don't get too close – remember, they're wild creatures!





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THE URBAN-SUBURBAN COYOTE

What do quiet suburban neighborhoods around Newport, Rhode Island, and busy urban cities like Los Angeles, California have in common? One has charming old houses, tall shade trees, and narrow lanes where people stroll, the other has high rise buildings, tons of noisy traffic, and city streets lined with palm trees. You might be surprised to know that both places have a coyote problem. These wild, wolf-like coyotes have found their way from the wilderness to places where people live and work and play. This is dangerous for both people and coyotes! And Newport and Los Angeles aren't the only places where coyotes have become a problem. Let's explore why this is happening and discuss what can be done about it.

In the past, coyotes stayed as far away from people as they could, but not anymore. They once only lived in wild places – prairies, deserts, forests, and mountain habitats. There, coyotes found plenty of space to roam and to hunt. Coyotes are omnivores, meaning that they eat meat and plants. The best place to find their food was in the wilderness. But as people continued to build houses, neighborhoods, towns and cities, wild spaces were taken over. This left less space for coyotes to live and to hunt. As their habitat shrunk these wild canines were forced to look in other places for food. These nocturnal hunters began to prowl closer and closer to the places where people lived. At first people enjoyed seeing the beautiful, wild coyotes. Some even began leaving food for them. But when coyotes become habituated, or comfortable around people, problems arose. These hungry predators raided garbage cans, killed livestock, and even attacked and killed people's pets. In Newport, Rhode Island, a coyote nicknamed "Cliff" has been spotted in backyards and on town sidewalks. Once, Cliff was even discovered sitting at a school bus stop. In Los Angeles, between 2015-2016, twenty-six people have been attacked by these wild cousins of dogs, foxes, and wolves.





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No one can agree how to solve this coyote problem. In Newport, Rhode Island, people cannot decide what to do about Cliff. Some believe he needs to be shot or put to sleep. Others want him captured and brought back to the wilderness. But, most scientists agree that once a coyote has become habituated they cannot go back to the wild. They will find another neighborhood or city where they can steal food. Some people are trying something called hazing to frighten away coyotes. They use special horns or other noisemakers to scare a coyote when they see one. People yell, wave their arms, blow a whistle, or shake a can of pennies. Others might walk their dogs with a large walking stick or pepper spray to protect them and their pet if a coyote should attack. But, this doesn't keep coyotes away for long.

Clearly, as coyotes' habitats shrink, people will spot them more and more often. Be careful never to leave garbage outside where coyotes can get into it. Never, ever feed a coyote or try to get close to take a photo or pet it. Most important, communities need to find ways to protect the coyote's habitats and protect themselves.





Name: _____

WRITING RESPONSE TO TEXT CONCLUSION PARAGRAPHS

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

TOPIC: COYOTES

MAIN IDEA #1: Appearance

MAIN IDEA #2: Behaviors

TOPIC: URBAN, SUBURBAN COYOTES

MAIN IDEA #1: Why coyotes come near people

MAIN IDEA #2: How to solve problem

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

You've read two articles on coyotes – one that describes their appearance and behavior and the other about the problems that occur when coyotes come into human communities. Based on these texts, write an essay describing how you think people are making the problem worse and what you think can be done to solve the problem.

Write a summarizing framework for your response below:

TOPIC:

MAIN IDEA #1: _____

MAIN IDEA #2: _____

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!





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Summarizing Framework:

TOPIC: Coyote Problem

MAIN IDEA #1: How people make it worse

MAIN IDEA #2: What can we do about it?

So, in towns and cities from coast to coast it's clear that we have a coyote problem that needs to be solved. It's easy to forget that people actually cause these problems by taking over wilderness areas and by providing food for these hungry wild canines. I love animals and always want to get up close to them, pet them, or feed them, but after reading these articles I know what a bad idea this is. When I grow up I'll fight to keep wilderness areas wild and to create safe places for wild animals like coyotes to live as they're supposed to. And I'll teach my children to do the same.

