Informative Writing: Informative Article (IA1) What is Informative Writing?

Writing Teaching Point(s):
• Students will be introduced to informative texts.
• Students will understand that the purpose of an informative article is to inform and that it contains factual information.
• Students will identify main ideas and details in several informative articles.

Standard(s):
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Materials:
• Mentor Text- *Life on the Ice* Journeys
• Anchor chart on Informative Writing (example attached at end of lesson)

Connection:
“Recently we wrote fictional narratives. Remember writers, the structure of a fictional narrative is beginning, middle and an end. This week we will begin a different type of writing called informative writing.”

(Post and point to chart as you explain informative writing).

“Informative writing always informs the reader. There are lots of different types of informative such as a biography, a report, and a how to. We have read some informative pieces this year such as...”

(Explain to students that each one of these authors (of the informative texts) wrote to inform the reader about a particular topic using factual information.)

“The type of informative we will write is an informative piece article. Have you heard the word ‘article’ before? (Make connection to newspaper or magazine articles.) In this unit, we are going to write about interesting places to live.

Pass out the writing assignment and discuss with students.

Active Engagement (guided practice):
Teacher and student read examples of an informative article.

“We have recently read an article like this: *Life on the Ice*. While we re-read, think about the author’s purpose and the information he or she has given the reader.”

Active Engagement (guided practice):
After reading, ask students to think about the author’s purpose and the information explained. Discuss in partners. Then with whole class. “Now partners, share what you think is the author’s purpose and tell the factual information explained.”
So you can see that in an informative article the author has a main idea and gives details to support his main ideas.” Connect for students how the author has a main idea related to the topic as well as details to illustrate the main idea.

Repeat process with student example. Continue using the language of ‘main idea’ and ‘details’ to prepare students for the graphic organizer they will use in a later lesson.

**Link to Independent Practice:**

“As writers, it is important to understand the structure of an information article. Today, I want you to find some examples of informative texts in you anthology. After you have found one, share at your table:

- The title
- How you know it is informative?
- The information shared.

Everyone at your table find an example of an informative text. See if you can all find a different one, there are plenty of examples in your book.”

**Closure:**

Summarize informative chart. Reteach the idea that factual information in an informative article contains at least one main idea and the details that support it.

“Tomorrow we will begin to think about possible topics for our informative articles. Writers, be thinking today and tonight about places you know well or want to learn more about.

**Notes:**

**Resources & References: (adapted from, acknowledgments)**

Portland Public Schools

<table>
<thead>
<tr>
<th>Informative Writing</th>
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<tbody>
<tr>
<td><strong>Types</strong></td>
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<td>Biography</td>
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<td>Reports</td>
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<td>Recipe</td>
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<td>“How to” Article</td>
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<td>Informative Article</td>
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**Informative Writing: Informative Article (IA2) Topic List**

<table>
<thead>
<tr>
<th>Writing Teaching Point(s):</th>
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<tbody>
<tr>
<td>• Students create a list of topics to be used to write an informative article.</td>
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<tr>
<th>Standard(s):</th>
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<tr>
<td>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
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<tr>
<th>Materials:</th>
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<tbody>
<tr>
<td>• Chart paper and markers</td>
</tr>
<tr>
<td>• Writing Notebook</td>
</tr>
<tr>
<td>• Anchor chart for informative text</td>
</tr>
</tbody>
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<tr>
<th>Connection:</th>
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<tr>
<td>“Writers, yesterday we switched gears, we learned about our next type of writing, the informative article. Remember, its purpose is to inform and it will contain factual information. (Refer to anchor chart created yesterday.) Today we will begin thinking about and listing some topics for the informative article.”</td>
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<tr>
<th>Teach (modeling):</th>
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<tr>
<td>“One strategy writers sometimes use for brainstorming is creating a list, or writing down a series of ideas. So, I’ll make a list of some places on this chart.” Teacher models ideas and adds student ideas to topic chart:</td>
</tr>
</tbody>
</table>

**Places in the United States: ** ....

**Interesting Places We have Learned About** ....

**Interesting Places Around the World** ....
**Active Engagement (guided practice):**
Teacher and students brainstorm ideas and teacher lists them on chart paper.

**Link to Independent Practice:**
“Now it is time for you to create your own list of ideas for an informative article about living in someplace new. Use brainstorming as a strategy for gathering ideas before writing.”
Students work individually, choosing and listing ideas in their student writing notebook ideas bank. Teacher circulates, works with students, and adds ideas to the list (can include a student’s name alongside each new idea shared.)
Teacher debriefs with students and they either partner or popcorn share. Students add new ideas to their own lists.

**Closure:**
Celebrate ideas by charting the ideas on master topic list
“Tomorrow you will be choosing the topic for your informative article.”

**Notes:**

**Resources & References: (adapted from, acknowledgments)**
Tressa Bauer- Lesson Two from Informative Article Unit 2009
Portland Public Schools
# Informative Writing: Informative Article (IA3) Webbing a Topic

**Writing Teaching Point(s):**
- Selecting a topic from list.
- Generating words and phrases associated with selected topic.
- Determining whether writer knows enough about topic to write article.

**Standard(s):**

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**Materials:**
- Class topic list
- Chart paper
- Writing notebook

**Connection:**
Review previous lesson list.

“Yesterday we created a list of ideas. Look at all the good ideas! Today we are going to choose one topic from the list and make a web of all the words, phrases and questions that we can think of about that place.”

**Teach (modeling):**
Teacher models by thinking aloud, considering the list and selecting a topic. Remind students that this will not be the topic that they choose for their own work, rather it is your model for how to write an informative article.

Model placing the topic (location) in the center, listing facts, ideas and questions around the topic. Explain that the questions will serve as guides when conducting research.

Another option would be to back-map the article *Life on the Ice.*
Active Engagement (guided practice):
Students suggest words/phrases on “place” web. Teacher clusters like ideas, asks for student input. When list seems complete Teacher stops the webbing and looks over the list.
“There are a lot of details about our place on our web. Let’s see...do you think we have enough information to write an article? I think with our questions, we might want to do a bit of research to flesh out our ideas.”

Link to Independent Practice:
Students work in writing notebook, they create a web with words and phrases on their selected topic.
“Good writers use this prewriting activity to make sure they have enough information to tell an audience and keep them interested.”
“Now you will follow the same steps. Choose a place, web words, phrases, and questions associated with the topic.
Once a student has finished, they pair up with a partner to determine whether or not they have enough to write about.

Now with your writing partner, decide if you have enough information to write an article on that topic. Remember to ask questions or note areas that you might need to research.”

Teacher circulates around the room for “drop in” conferences with partners.

Closure:
“In informative writing it is helpful to have enough information to write about and sometimes you must do research. Share with a new partner how you determined if what you research about your topic.”  Ask for students to share with a new partner or small group how they determined if they have enough information to write an informative article.

Notes:

Resources & References: (adapted from, acknowledgments)
Tressa Bauer Informative Article 2009 Lesson3
Portland Public Schools
Informative Writing: Informative Article (IA4) The Graphic Organizer

Writing Teaching Point(s):
- Students look at mentor texts and identify the organizational structure.
- Students use simple informative graphic organizer to outline their informative articles.

Standard(s):
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

Materials:
- Anchor chart – Informative Writing
- Simple informative graphic organizer
- Writing notebook with web and research
- Copy of class web for document camera/overhead
- Copies of mentor text

Connection:
“Yesterday you have chosen a topic and conducted research. Today you will complete a graphic organizer for your topic. This tool will help you draft your informative article.”

Teach (modeling):
Using Life on the Ice, teacher reviews the organizational structure of an information article. “Let’s review the parts of an informative article, (refer to anchor chart from lesson 1) an introduction, a body and a conclusion. What are these things? An introduction? Anyone have a good idea why we call it an introduction?”

Students respond to teacher questions. “Raise your hand if you can find the introduction in the article, Life on the Ice. Will you read it to us?”

(Make sure all students are identifying the introduction) “The introduction is where the writer introduces the topic to the reader. It is where the writer captures the interest of the reader.”

“Now the body of an Informative article, what would that be?” Have students share and read aloud as they identify the parts. The teacher continues to have a conversation with the class to create a common understanding of the body paragraph. “Finally, the conclusion. Any ideas?” Elicit student responses and reach a common understanding of conclusion.
Active Engagement (guided practice):
Using the web about the classroom, teacher and students begin to fill out the graphic organizer.

“Today we are going to focus on organizing our whole article. First, we are going to focus on one part of the article, the body. The body has a main idea and details. I am writing about the classroom, so then the body paragraph only contains things about the topic—the place to live.”

Teacher can create class model or back plan Life on the Ice.

Teacher models putting main idea and details (see example at end of lesson) in the body section of the organizer. Teacher models selecting one cluster of the web, and limiting the body to a manageable part of the larger topic.

“I’m going to write my first idea. On an organizer, you don’t have to write sentences. You write down only a few words. These words or phrases will remind you of ideas for writing sentences in your draft. This is what writers do. They use an organizer and write in words or phrases to plan their writing.”

“Now it’s your turn. From your web, choose your first main idea to put in the body of the organizer. Write this idea, a word or phrase, not a sentence, on your organizer.” After enough time for students to put their main idea down, move onto the details. “Now I am going to add details about that idea and then you do the same.” Students continue to add details to the body section. Repeat with ideas two and three.

“Finally, I don’t want to put this away until we have added a phrase or an idea for the introduction and a phrase or an idea for the conclusion. This will help me when I start to write my draft.”
Teacher models by adding a short phrase to the introduction.

Link to Independent Practice:
Students do the same with their organizer. Pair share or popcorn to monitor progress.

Closure:
“Tomorrow we will take the information we organized in the informative graphic organizer and start drafting our informative articles.”

Notes:

Resources & References: (adapted from, acknowledgments)
Portland Public Schools
Informative Article   Simple Informative Organizer Student

Name: ___________________

Date: ____________

Introduction

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Body Main Idea 1 _____________________________________________________
Supporting Details
• ________________________________________________________________
• ________________________________________________________________
• ________________________________________________________________

Body Main Idea 2 _____________________________________________________
Supporting Details
• ________________________________________________________________
• ________________________________________________________________

Body Main Idea 2 _____________________________________________________
Supporting Details
• ________________________________________________________________
• ________________________________________________________________

Conclusion:

___________________________________________________________________
___________________________________________________________________
## Informative Writing: Informative Article (IA5A) Drafting

### Writing Teaching Point(s):
- Students will create a first draft of an informative article.

### Standard(s):

- **W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

- **W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

- **W.3.2.a.** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

- **W.3.2.b.** Develop the topic with facts, definitions, and details.

- **W.3.2.d.** Provide a concluding statement or section.

### Materials:
- Writing paper
- Completed graphic organizers

### Connection:

“Yesterday you filled in your graphic organizer on your chosen topic. Today you will write your first draft of the article.”

### Teach (modeling):

Teacher models using graphic organizer to turn the introduction section into a paragraph that not only introduces the main ideas of the article, but grabs the reader’s attention. Review various lead types taught throughout the year.

### Active Engagement (guided practice):

Students write their introductions. “Okay, you try writing an introduction.” When they finish, tell them to cross off that section of the organizer. Pair share and select a few to share whole group. “Writers, read your introduction to a partner.”
Teach (model):
“Now I am going to look at my graphic organizer in the body section and remember what I planned to focus on for that paragraph. I narrowed my idea. There are lots of other things, but I can’t write about those things in this paragraph. I have all I need to write this paragraph right here on my organizer. (teacher rereads body section of organizer again)” Teacher models writing body.
Teacher models rereading draft.
“That sounds pretty good to me. I know that I am going to make some changes to make it better. I noticed when I reread it many of my sentences start the same way. I’m going to have to think about how to make that better when I revise.”

Active Engagement (guided practice):
“Now you look at your organizer and start writing your body. Stick to the plan!”
Pair share and select some for whole group share.

Teach (model):
“Now I’m ready to write my conclusion. I like my introduction because it tells my reader what the topic is. I like the body because it informs the reader about this place to live and it gives details about the area. Now the conclusion’s job is to let the reader know that I am finished. I’m not going to just say “the end,” that’s not a good way to end anything. We’re third graders, ready for something more. Let’s try to say what we said in the introduction, but use different words. If we are really crafty we may leave the reader with one other thing to think about.”
Teacher models. Reread the organizer, conclusion section. Write the conclusion.

Independent Practice:
“Now it is your turn. Look at your organizer. Write your conclusion.”

Closure:
Partners share parts of their drafts with each other.

Notes:

Resources & References: (adapted from, acknowledgments)
Portland Public Schools
### Informative Writing: Informative Article (IA5B) Checking Your Organization

**Writing Teaching Point(s):**
- Students will use their graphic organizers to determine that their drafts have an introduction, a body and a conclusion.

**Standard(s):**
- W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**Materials:**
- Student drafts
- Student completed graphic organizers

**Connection:**
“*Writers, the last time we were together you wrote a draft for your informative article. Today, we are going to make sure that the information you included in your graphic organizer is included in your draft.*”

**Teach (modeling):**
Students have with them their student drafts and their completed graphic organizers.

“*Remember that we used the organizer to help us plan for our article. We took great care to make sure that the organizer held our ideas and organized them into an introduction, body and conclusion. Now, we can use the organizer to go back and make sure that our writing contains all the things we felt were important. We can use it as a guide.*”

Teacher shares class graphic organizer and draft with the class using a document camera or the overhead.

Teacher rereads graphic organizer and the body paragraph, continues to think aloud discussing if the body paragraph contains a main idea and all of the details from the graphic organizer. The motion of going from the organizer to the text is important to model to the students the work that they will do in their own practice.

Repeat for conclusion.

Teacher models looking at graphic organizer and draft to make certain all information is complete. Model adding details so students understand adding is part of the drafting process.
Active Engagement (guided practice):
“Now, put your organizer and your draft side by side on your desk and carefully go through the introduction. Make sure that the information you planned on in your organizer is in your draft.

Next, look at the body and make sure that you have all your ideas and all the details you planned to use.

Finally, look at the conclusion and do the same.”

Link to Independent Practice:
Have partners check with each other to confirm presence of introduction, body and conclusion in their first draft.

Closure:
“Writers, we have planned, we have drafted and tomorrow we are going to start to make our good writing better.”

Notes:

Resources & References: (adapted from, acknowledgements)
**Informative Article (IA6) Revision – Leading with a Question**

**Writing Teaching Point(s):**
- Students will draft an introduction that leads with a question.

**Standard(s):**
W.3.2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**Materials:**
- Writing Paper
- Graphic organizers – Teacher and student versions
- Drafts – Teacher and student versions

**Connection:**
“Yesterday, we drafted our informative articles using our graphic organizers as a guide. We took the words and phrases and turned them into sentences. Today, we are going to look at the introduction again. I want to share with you a way I have learned that can make your introduction more interesting.”

**Teach (model):**
Using a document camera/overhead share the writing from the previous lesson.
“Okay, I’m looking at the writing I did yesterday.”

“I have good information in my introduction, but I want to make it more interesting. My goal in my introduction is ‘capture the interest’ of my reader. I want them to read on. I want to get it going with the first sentence. I want to start with an engaging question.”

The question can contain some interesting information. This introduction makes me want to read the rest of the article. Thumbs up if you agree.
When I use a question to start an article, I don’t really want to give the reader the answer right away, my goal is to get them interested in what I have to say.

Well, let’s see how one of these leads works in my introduction. I need to read it with the rest of my sentences and see if it sounds good.”

Model writing an introduction with a question.

**Link to Independent Practice**
Students write 2-3 leads that have a question.
“Now it is your turn to write a few leads for your topic that are questions. The questions will capture your reader’s interest. Give it a try, then we will see if they work with the rest of the introduction.”

Allow time for students to finish writing their question leads. As students finish they can join a response group, or read with a whisper phone or share with a partner. Remind students to consider the need to make the lead fit with the rest of the paragraph.
“Now, see how they work with the rest of the introduction. Remember, you will probably need to change some of the intro to make the lead ‘fit.’ Take about five minutes and be sure to reread the whole introduction to yourself a few times to listen to the fluency, does it sound good to your ear? If not, rewrite some sentences until it does. Try it out on your neighbor. We’ll whole group share after five or ten minutes.”

Ask if some students are willing to share their work on the document camera. Questions to ask are:
• Did leading with a question make the introduction more interesting?
• Did the writer revise the rest of the paragraph so that the lead made sense as a whole?

Closure:
“You made your writing better by using what is called writer’s craft. Writing a special lead sentence is a crafty way of bringing up the quality of your writing. Congratulations, you are thinking like professional writers think.”

Notes:

Resources & References: (adapted from, acknowledgments)
Portland Public Schools
**Informative Writing: Informative Article (IA7) Revising the Body**

**Writing Teaching Points:**
- Students will revise the body of the informative article to vary the beginnings of sentences.
- Using commas in a series.

**Standard(s):**
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**Materials:**
- Writing Notebook
- Anchor Charts
- Writing paper
- Drafts

**Connection:**
“Students, we have worked hard to improve our writing. We have revised the introduction to include a question in the lead. Today, we are going to review and revise the body of our article.”

**Teach (modeling):**
“We are going to look first, at the one I wrote. I want to show you some things that I think need revision. Then, you will look at your own work and make some changes to improve your writing.”
Teacher rereads the model. Focuses on the body of the article.

“I noticed that many of the sentences I wrote begin in the same way. I don’t want to sound too repetitive. I need to think of some new ways to start those sentences so that it is more interesting to my reader!”

Teacher models and thinks aloud while revising.
Teacher rereads again. Point out how using commas in a series allows the writer to combine sentences and get rid of repetitive sentence beginnings.

Students work with partners. Teacher circulates and observes whether or not student partnerships are working constructively.

Teacher invites students to share what changes they made or what changes they need help making.

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<th>Link to Independent Practice:</th>
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<tr>
<td>Writers reread their writing to make sure it ‘sounds right’ or flows smoothly. <em>Let’s have you and your writing partner each reread your own pieces to each other and look for sentences that start the all same way. Listen for anything that sounds repetitive. Do you have anything like that? I’ll give you and your partner time to work together and then we can share out, maybe we as a group, if you and your partner get stuck, we can help you revise.</em></td>
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<th>Closure:</th>
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<tr>
<td>“Today we worked on the body of our articles, we revised to make them sound better. You can reread and revise this way in all sections of your writing.”</td>
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| Notes: |

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<tr>
<th>Resources &amp; References: (adapted from, acknowledgments)</th>
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<tr>
<td>Portland Public Schools</td>
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**Informative Writing: Informative Article (IA8) Conclusion Paragraph with Linking Words or Phrases**

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<th>Writing Teaching Point(s):</th>
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<tr>
<td>• Students will write conclusion paragraph with linking words or phrases.</td>
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<th>Standard(s):</th>
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<tr>
<td>W.3.2.c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</td>
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<tr>
<td>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</td>
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<tr>
<td>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</td>
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<th>Materials:</th>
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<tr>
<td>• Model informative article</td>
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<tr>
<td>• Writing Notebooks</td>
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<tr>
<td>• Anchor chart for linking words and phrases</td>
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<th>Connection:</th>
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<tr>
<td>“Writers, yesterday we took a closer look at the body of our articles. Remember, you revised and made it sound better. Today we want to look at the conclusion and make sure it is connected to the other parts of the article, the body and introduction.”</td>
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<tr>
<th>Teach (modeling):</th>
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<td>Teacher rereads entire article. Model thinking aloud. Use class model or mentor text.</td>
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  “I like the way the reader knows I am finished even though I did not say ‘the end.’ It is clear that the article is complete. I notice the first part of the conclusion starts with ‘Now you can see...’ That is what writers call a linking phrase. A linking word or phrase is something that connects ideas, because it improves the flow between paragraphs. There are other linking phrases I could have used here such as ‘In conclusion...’ or ‘So you can see...’
Let’s list some of these linking phrases for the conclusion on an anchor chart; then they will be around for everyone to see and use throughout the year.”

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<th>Link to Independent Practice:</th>
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<tr>
<td>“Writers, I want you to reread your whole article, paying special attention to the conclusion, and try out a few of these linking phrases or words. Make sure your conclusion has one linking phrase or word. As I drop by, I might ask you to add your sentence to the anchor chart. We’ll share out in five minutes.”</td>
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Students reread and try out linking words/phrases in conclusions. Teacher circulates, drop in conferences as needed.

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<th>Closure:</th>
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<tr>
<td>“Writers, we have done some good work today. We revised our conclusion to include a linking phrase. We did that so that our writing would be more fluent, and more easily understood.”</td>
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<tr>
<td>Have some students share their conclusions on projector or overhead their conclusions.</td>
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| Resources & References: (adapted from, acknowledgments) |
| Portland Public Schools |
## Linking Words and Phrases

<table>
<thead>
<tr>
<th>Linking Words and Phrases</th>
<th>How We Use Them</th>
</tr>
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<tbody>
<tr>
<td>with this in mind . . .</td>
<td>With this in mind, you may want to study ballet, also.</td>
</tr>
<tr>
<td>to sum up . . .</td>
<td>To sum up, T-Rex was the highest on the food chain.</td>
</tr>
<tr>
<td>finally . . .</td>
<td></td>
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<tr>
<td>after all . .</td>
<td></td>
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<tr>
<td>so you can see . .</td>
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# End of Unit Checklist: Informative Article

**Marking Key:**
- X = Consistently Demonstrates
- / = Occasionally Demonstrates
- — = Does Not Yet Demonstrate

<table>
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<tr>
<th>STUDENTS</th>
<th>Introduces a topic and groups related information</th>
<th>Topic is developed with facts</th>
<th>Topic is developed with definitions</th>
<th>Provides a concluding statement</th>
<th>Linking words and phrases connect ideas</th>
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