

**Sharing Your Expertise**

**Writing Resource Packet**

*Deepening Your Understanding and Communicating What You Have Learned*

**Save this packet**, you will use it as a resource each time you

write about how human activity impacts the environment.

As you finish each step, record the date on the Sharing Your Expertise Record Sheet.

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| **Writing Resource Packet**  You will follow these Steps to Write an Informative/Explanatory Piece |
| Learn from a Model |
| Write an Introduction |
| Write Proof Paragraph 1 |
| Write Proof Paragraph 2 |
| Write a Conclusion |
| Revise and Edit |
| Add a Visual |
| Share and Celebrate! |



**Analyze a Model**

Read the model on the next page. Then follow the directions below to analyze the piece.

#1: Reread Proof Paragraph 1 (beginning “humans often kill plants”). Put a slash (/) between the “problem part” of the paragraph and the “solution part” of the paragraph. Then, underline the transition sentence between the “problem part” of the paragraph and the “solution part” of the paragraph.

#2: Reread Proof Paragraph 2 (beginning “Other activities that seem harmless to humans”). Put a slash (/) between the “problem part” of the paragraph and the “solution part” of the paragraph. Then, underline the transition sentence between the “problem part” of the paragraph and the “solution part” of the paragraph.

#3: Discuss with a partner… what do you notice about how each proof paragraph is organized?

Save Our Butterflies!

Did you know that butterflies have been living on the earth for 140 million years? Butterflies have thrived in forests, swamps, and marshes, but butterflies share their environment with humans. Human activities can have a strong impact on butterflies. Many things that people do cause problems for butterflies. Fortunately, there are some steps we can take to help protect the environment and the butterflies who live there.

Humans often kill plants that cause problems for us. Unfortunately, sometimes butterflies need these plants to live and grow. For example, sometimes farmers cut down milkweed because it is poisonous for livestock. But butterflies need milkweed to lay their eggs. Similarly, forest rangers kill dwarf mistletoe because it is bad for trees that are used to make paper. However, dwarf mistletoe is an important food for caterpillars. But, don’t worry. Even though we have caused problems for butterflies, we can help them too! Forest rangers and farmers can choose to let plants like dwarf mistletoe and milkweed grow. Our choice to kill some plants has had a negative impact on butterflies, but this knowledge can help us to be more careful about the choices that we make.

Other activities that seem harmless to humans, like building, can have a negative impact on butterflies. For example, in Western Massachusetts people destroyed butterflies’ homes by building their own homes and stores. Similarly, in California, people built a baseball field on top of the Palos Verdes Blue butterflies’ homes and so the butterflies had no place to live. We made these problems, but we can fix them! For example, in California people encouraged the butterflies to come back by planting flowers butterflies like to eat. In New England, people stopped mowing the grass in the places where butterflies live. Now that we understand the impact we have on butterflies and their environments, we can think carefully about how to preserve safe spaces for butterflies to live and grow.

Butterflies are important because they help plants live and grow through pollination, and because they are an important source of food for many animals. Human activities can negatively affect butterflies, but we can choose to act in ways that help butterflies too. If we pay attention to and lessen our impact on the environment, butterflies can live and grow for another 140 million years!



**Write!**

On your own, write, revise and edit the **introduction** for your informative/explanatory essay.

*The first paragraph of your essay is called the INTRODUCTION. The job of the introduction is to give some background information, or context, so that the reader can understand the piece. In your introduction, provide context by introducing your focus animal and explaining what they need to live and grow.*

*The introduction must also catch your reader’s attention, so that they will want to read more! At the end of the introduction is your FOCUS. The FOCUS tells the main idea of your piece. In this essay, your focus is made up of three sentences. The first sentence, called the stem, tells the reader that humans have an impact on your focus animal. The second sentence explains that people can cause problems for your focus animal. The third sentence explains that there are steps people can take to reduce their impact on your focus animal.*

***Analyze***

Read the model introduction below. Lightly shade the context red and the focus statement green (stem), yellow (problem) and blue (solution).

Did you know that butterflies have been living on the earth for 140 million years? Butterflies have thrived in forests, swamps, and marshes, but butterflies share their environment with humans. Human activities can have a strong impact on butterflies. Many things that people do cause problems for butterflies. Fortunately, there are some steps we can take to help protect the environment and the butterflies who live there.

***Talk***

With a partner talk about what you are going to write. Check to be sure you each have a clear focus statement.

***Write***

On a piece of lined paper, write the introduction for your piece.

***Revise and Edit***

When you have finished, revise and edit your paragraph so that your writing is clear and correct.





**Write!**

On your own, write, revise and edit **proof paragraph one** of your informative/explanatory essay.

*The next paragraph is called PROOF PARAGRAPH 1. Its job is to give evidence and reasons to support and develop your focus statement. In this paragraph, explain a human activity that causes problems for your focus animal. Support this with examples from the “human activity” part of your graphic organizer. Then, explain one or two examples of how that activity impacts your focus animal. You will find these examples on the “problems” part of your graphic organizer. Finally, offer potential solutions to this problem, using the “solutions” part of your graphic organizer.*

***Analyze***

Read the model proof paragraph below. Underline the words that explain the human activity that causes a problem for your animal. Lightly shade the two examples of this activity yellow. Then shade the sentences that offer solutions to the problem blue.

Humans often kill plants that cause problems for us. Unfortunately, sometimes butterflies need these plants to live and grow. For example, sometimes farmers cut down milkweed because it is poisonous for livestock. But butterflies need milkweed to lay their eggs. Similarly, forest rangers kill dwarf mistletoe because it is bad for trees that are used to make paper. However, dwarf mistletoe is an important food for caterpillars. But, don’t worry. Even though we have caused problems for butterflies, we can help them too! Forest rangers and farmers can choose to let plants like dwarf mistletoe and milkweed grow. Our choice to kill some plants has had a negative impact on butterflies, but this knowledge can help us to be more careful about the choices that we make.

***Talk***

Choose two pieces of evidence from your graphic organizer to use in your writing. With a partner, point to each piece you have chosen and talk about what you are going to write.

***Write***

Reread what you have already written. Then, underneath the introduction, write the first proof paragraph for your piece.

***Revise and Edit***

When you have finished, revise and edit your paragraph so that your writing is clear and correct.



**Write!**

On your own, write, revise and edit **proof paragraph two** of your informative/explanatory essay.

*The next paragraph is called PROOF PARAGRAPH 2. Its job is to give evidence and reasons to support and develop your focus statement. In this paragraph, just as you did in Proof Paragraph 1, your first point is to establish a human activity that causes problems for your focus animal. In this paragraph, explain a human activity that causes problems for your focus animal. Support this with examples from the “human activity” part of your graphic organizer. Then, explain one or two examples of how that activity impacts your focus animal. You will find these examples on the “problems” part of your graphic organizer. Finally, offer potential solutions to this problem, using the “solutions” part of your graphic organizer.*

***Analyze***

Read the model proof paragraph below. Underline the words that explain the human activity that causes a problem for your animal. Lightly shade the two examples of this activity yellow. Then shade the sentences that offer solutions to the problem blue.

Other activities that seem harmless to humans, like building, can have a negative impact on butterflies. For example, in Western Massachusetts people destroyed butterflies’ homes by building their own homes and stores. Similarly, in California, people built a baseball field on top of the Palos Verdes Blue butterflies’ homes and so the butterflies had no place to live. We made these problems, but we can fix them! For example, in California people encouraged the butterflies to come back by planting flowers butterflies like to eat. In New England, people stopped mowing the grass in the places where butterflies live. Now that we understand the impact we have on butterflies and their environments, we can think carefully about how to preserve safe spaces for butterflies to live and grow.

***Talk***

Choose two pieces of evidence from your graphic organizer to use in your writing. With a partner, point to each piece you have chosen and talk about what you are going to write.

***Write***

Reread what you have already written. Then, underneath the first proof paragraph, write the second proof paragraph for your piece.

***Revise and Edit***

When you have finished, revise and edit your paragraph so that your writing is clear and correct.



**Write!**

On your own, write, revise and edit the **conclusion** for your informative/explanatory essay.

*The final paragraph is called a CONCLUSION. Its job is to wrap up the piece.*

*In your conclusion, you need to repeat your focus, but you also need to add a sentence or two of reflection on why it’s important to protect your focus animal.*

***Analyze***

Read the model conclusion below. Find the restated focus and lightly shade it green.

Butterflies are important because they help plants live and grow through pollination, and because they are an important source of food for many animals. Human activities can negatively affect butterflies, but we can choose to act in ways that help butterflies too. If we pay attention to and lessen our impact on the environment, butterflies can live and grow for another 140 million years!

***Talk***

With a partner talk about what you are going to write. Check to be sure you have clearly restated the focus.

***Write***

Reread what you have already written. Then, on a piece of lined paper, write the conclusion for your piece.

***Revise and Edit***

When you have finished, revise and edit your paragraph so that your writing is clear and correct.

At the end of your piece, list the sources you used in your research.

Be sure to include the title or website address and the author. 



**Final Revision and Editing**

Use the checklist below to put the final touches on your paper.

|  |  |  |  |
| --- | --- | --- | --- |
| **Informative/Explanatory Writing Checklist** | **Got it!** | | |
| My piece brings together knowledge and understanding from several sources to demonstrate what I have learned in my research. I list my sources. |  |  |  |
| I have an introduction that gives the reader background information that they need to understand the topic. |  |  |  |
| I state my focus clearly and my writing stays focused. |  |  |  |
| The evidence from the text that I chose helps the reader to understand my focus. |  |  |  |
| My evidence is organized in paragraphs and grouped logically in order to link ideas in a way that supports my focus statement. |  |  |  |
| I use linking words, phrases, and clauses to connect ideas. |  |  |  |
| I use concrete details, quotations, or other information and examples from the text to explain my ideas. |  |  |  |
| I use my own words when I explain evidence from the text and include science words to show that I am knowledgeable about this topic. |  |  |  |
| I have a conclusion that restates the focus of the piece and reflects on the information I presented in my piece. |  |  |  |



**Add a Visual!**

Choose from the ideas below:

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Choose from the ideas below.

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| You may want to add:   * A drawing of your animal * A labeled drawing of your animal’s environment, showing what it needs to live and grow. * An illustration showing how humans can help your animal * A sidebar adding more information about your animal |

**Share and Celebrate!**

Congratulations! You are an expert (and a scholar!).

Your teacher will share plans for sharing and celebration!

If you want to learn even more, check out these resources:

* “Monarch Migration Becoming a Dangerous Journey” By McClatchy Foreign Staff, adapted by Newsela staff

<https://newsela.com/articles/monarch-crisis/id/3432/>

* “To Save Fish, Conservation Loops in the Locals” by Discovery News

<http://news.discovery.com/earth/fiji-fishing-conservation-cultures.htm>

* “With Jaguars Disappearing, a Search for Survivors” by Discovery News

<http://news.discovery.com/animals/jaguars-cats-conservation-costa-rica-110321.htm>

* “Trading Shark Steak for Shark Conservation” by Debbie Salamone

<http://news.discovery.com/animals/sharks/trading-shark-steak-for-shark-conservation-140808.htm>

* “Ecuador Releases 201 Tortoises on Galapagos Islands” by AFP

<http://news.discovery.com/animals/endangered-species/ecuador-releases-201-tortoises-on-galapogos-island-150628.htm>

* “Lions Face Extinction in West Africa” by Tia Ghose

http://news.discovery.com/animals/endangered-species/lions-face-extinction-in-west-africa-140109.htm