







targeted   
adaptable 

Primary   
Intermediate   
Middle   
Senior 

# Connecting facts to conclusions

writing well-structured paragraphs that organize facts and indicate how they support the overall conclusion

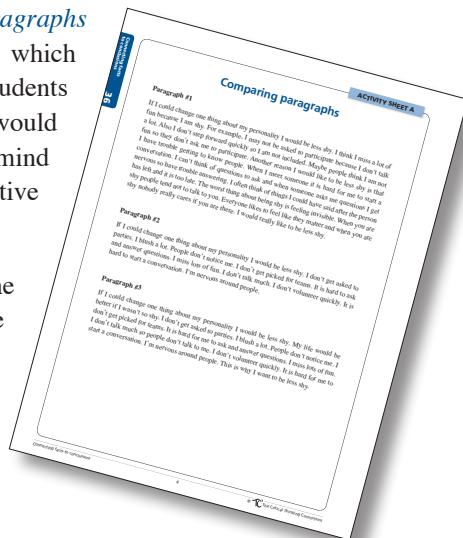
**Objectives:**

- recognize when supporting facts are expressly tied to the conclusions they uphold;
- understand the importance of clearly connecting facts to the conclusion;
- use techniques to effectively organize and link facts to support an overall conclusion.

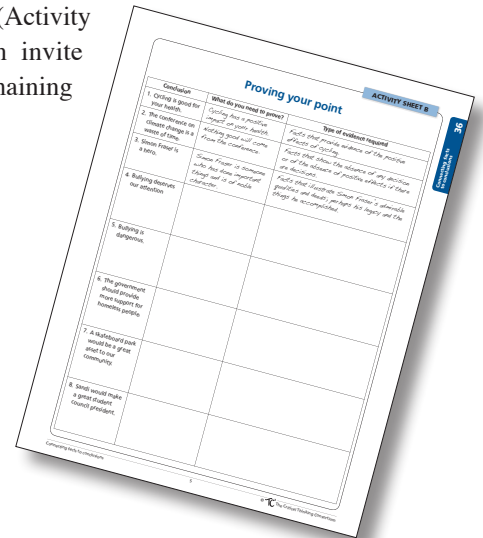
## Use the following activities to introduce the featured writing strategy

### Introduce the strategy

- Invite students to imagine they have been asked to evaluate three versions of the same assignment. The assignment was to write a paragraph identifying the one thing the person would change about his/her personality and explain why.
- Provide students with copies of *Comparing paragraphs* (Activity Sheet A). Invite students to decide which paragraph(s) deserve a passing grade. Ask students to discuss in partners what feedback they would give the writers of each of the paragraphs. Remind students that feedback should include both positive and constructive comments.
- Invite students to share their thoughts with the class. During the discussion, draw out the importance of organizing and connecting facts to support a conclusion. Invite students to identify the way(s) facts are linked together in paragraph #1. Encourage students to highlight transition words and phrases that connect the facts clearly to the conclusion.
- Introduce the word “well-structured” and ask students to identify what makes paragraph #1 well structured, and the other two paragraphs less structured. Based on the discussion, identify criteria for a well-structured paragraph, such as:
  - the conclusion is clearly stated at the beginning,
  - related facts are grouped and the connection between the facts and the conclusion is clear,
  - appropriate transition words introduce and connect each group or cluster of facts,
  - the conclusion is powerfully restated at the end.
- Explain to students that they are going to practise creating well-structured paragraphs by connecting facts to conclusions. Point out that the first step in connecting facts to conclusions is to ask yourself, “What do I need to prove?”



- Provide students with a copy of *Proving your point* (Activity Sheet B). Review the examples provided, then invite students to work with partners to complete the remaining questions.

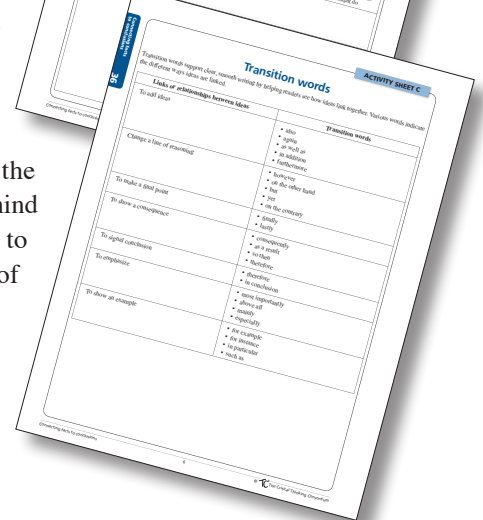
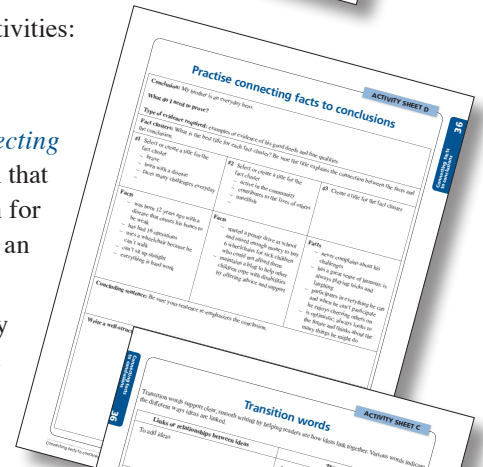


Practise the strategy

- Practise the strategy using one of the following activities:

Option #1

- Provide students with a copy of *Practise connecting facts to conclusions* (Activity Sheet D). Explain that these are a student’s notes made in preparation for writing a paragraph nominating someone as an everyday hero.
- Invite students to restate the conclusion by clarifying what needs to be proven and identifying the type of evidence required.
- Instruct students to read each fact cluster, then identify the most effective title for the cluster or create a new title. Review with students the criteria for a well-structured paragraph and remind them about the importance of linking evidence to the conclusion. Provide students with a copy of *Transition words* (Activity Sheet C).
- Instruct students to use the conclusion, clearly labeled clusters of related facts, transition words and a strong concluding sentence to create a well-structured paragraph.

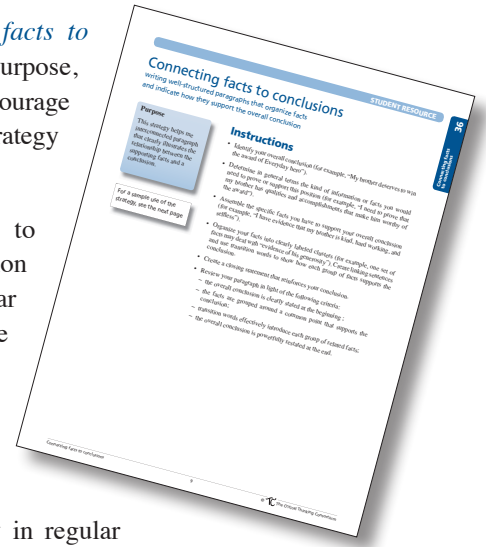


Option #2

- If students have been exposed to the assembling evidence strategy, review the steps in *Assembling evidence* (Lesson #58), available to subscribers to the **Tools for Thought** collection online and in print in *The Competencies Toolkit*.
- Pose the following challenge. Nominate a person—real, fictional (from literature), or historic—for an “Everyday hero” award. As a class, develop criteria for an everyday hero.
- Provide students with a copy of *Connecting facts to conclusions* (Activity Sheet E) to guide them in organizing their paragraph. Provide a copy of *Transition words* (Activity Sheet C) for further support.

**Reinforce the strategy**

- Introduce the Student Resource, *Connecting facts to conclusions*. Review each of the elements: the purpose, strategies, sample, and self-assessment rubric. Encourage students to refer to this resource when using the strategy in the future.
- To reinforce the strategy of connecting facts to conclusions, provide students with a conclusion and related organized evidence from a curricular topic. Instruct students to use this strategy to create effective titles for the fact groups and write a cohesive paragraph. Encourage students to use Activity Sheet E to organize their thinking.

**Apply the strategy to everyday teaching**

- At appropriate times over the ensuing several weeks, encourage students to use this strategy in regular classroom situations, including the following:
  - present facts to support or reject a community or school initiative;
  - support or refute the qualities of a historic figure;
  - develop a position on a dilemma found in a piece of literature;
  - support or refute a scientific conclusion;
  - support a personal decision.

**Assess the use of the strategy**

- Encourage students to refer to the rubric found in *Connecting facts to conclusions* (Student Resource) when self-assessing their use of this writing strategy:
  - Allow students to practise the strategy two or three times without evaluation.
  - Guide students in interpreting and using the rubric to assess their own use of the strategy.
  - Encourage students to use the rubric whenever they use this strategy.
- To use the rubric for teacher evaluation of student work, remove the first person (student) reference from each descriptor.

## Comparing paragraphs

### Paragraph #1

If I could change one thing about my personality I would be less shy. I think I miss a lot of fun because I am shy. For example, I may not be asked to participate because I don't talk a lot. Also I don't step forward quickly so I am not included. Maybe people think I am not fun so they don't ask me to participate. Another reason I would like to be less shy is that I have trouble getting to know people. When I meet someone it is hard for me to start a conversation. I can't think of questions to ask and when someone asks me questions I get nervous so have trouble answering. I often think of things I could have said after the person has left and it is too late. The worst thing about being shy is feeling invisible. When you are shy people tend not to talk to you. Everyone likes to feel like they matter and when you are shy nobody really cares if you are there. I would really like to be less shy.

### Paragraph #2

If I could change one thing about my personality I would be less shy. I don't get asked to parties. I blush a lot. People don't notice me. I don't get picked for teams. It is hard to ask and answer questions. I miss lots of fun. I don't talk much. I don't volunteer quickly. It is hard to start a conversation. I'm nervous around people.

### Paragraph #3

If I could change one thing about my personality I would be less shy. My life would be better if I wasn't so shy. I don't get asked to parties. I blush a lot. People don't notice me. I don't get picked for teams. It is hard for me to ask and answer questions. I miss lots of fun. I don't talk much so people don't talk to me. I don't volunteer quickly. It is hard for me to start a conversation. I'm nervous around people. This is why I want to be less shy.

## Proving your point

Conclusion	What do you need to prove?	Type of evidence required
1. Cycling is good for your health.	<i>Cycling has a positive impact on your health.</i>	<i>Facts that provide evidence of the positive effects of cycling.</i>
2. The conference on climate change is a waste of time.	<i>Nothing good will come from the conference.</i>	<i>Facts that show the absence of any decision or of the absence of positive effects if there are decisions.</i>
3. Simon Fraser is a hero.	<i>Simon Fraser is someone who has done important things and is of noble character.</i>	<i>Facts that illustrate Simon Fraser's admirable qualities and deeds; perhaps his legacy and the things he accomplished.</i>
4. Bullying deserves our attention.		
5. Bullying is dangerous.		
6. The government should provide more support for homeless people.		
7. A skateboard park would be a great asset to our community.		
8. Sandi would make a great student council president.		

## Transition words

Transition words support clear, smooth writing by helping readers see how ideas link together. Various words indicate the different ways ideas are linked.

Links or relationships between ideas	Transition words
To add ideas	<ul style="list-style-type: none"> <li>• also</li> <li>• again</li> <li>• as well as</li> <li>• in addition</li> <li>• furthermore</li> </ul>
Change a line of reasoning	<ul style="list-style-type: none"> <li>• however</li> <li>• on the other hand</li> <li>• but</li> <li>• yet</li> <li>• on the contrary</li> </ul>
To make a final point	<ul style="list-style-type: none"> <li>• finally</li> <li>• lastly</li> </ul>
To show a consequence	<ul style="list-style-type: none"> <li>• consequently</li> <li>• as a result</li> <li>• so then</li> <li>• therefore</li> </ul>
To signal conclusion	<ul style="list-style-type: none"> <li>• therefore</li> <li>• in conclusion</li> </ul>
To emphasize	<ul style="list-style-type: none"> <li>• most importantly</li> <li>• above all</li> <li>• mainly</li> <li>• especially</li> </ul>
To show an example	<ul style="list-style-type: none"> <li>• for example</li> <li>• for instance</li> <li>• in particular</li> <li>• such as</li> </ul>

## Practise connecting facts to conclusions

**Conclusion:** My brother is an everyday hero.

**What do I need to prove?**

**Type of evidence required:** examples or evidence of his good deeds and fine qualities

**Fact clusters:** What is the best title for each fact cluster? Be sure the title explains the connection between the facts and the conclusion.

<p><b>#1</b> Select or create a title for the fact cluster</p> <ul style="list-style-type: none"> <li>- brave</li> <li>- born with a disease</li> <li>- faces many challenges everyday</li> <li>-</li> </ul>	<p><b>#2</b> Select or create a title for the fact cluster</p> <ul style="list-style-type: none"> <li>- active in the community</li> <li>- contributes to the lives of others</li> <li>- unselfish</li> <li>-</li> </ul>	<p><b>#3</b> Create a title for the fact cluster</p>
<p><b>Facts</b></p> <ul style="list-style-type: none"> <li>- was born 12 years ago with a disease that causes his bones to be weak</li> <li>- has had 16 operations</li> <li>- uses a wheelchair because he can't walk</li> <li>- can't sit up straight</li> <li>- everything is hard work</li> </ul>	<p><b>Facts</b></p> <ul style="list-style-type: none"> <li>- started a penny drive at school and raised enough money to buy 6 wheelchairs for sick children who could not afford them</li> <li>- maintains a blog to help other children cope with disabilities by offering advice and support</li> </ul>	<p><b>Facts</b></p> <ul style="list-style-type: none"> <li>- never complains about his challenges</li> <li>- has a great sense of humour; is always playing tricks and laughing</li> <li>- participates in everything he can and when he can't participate he enjoys cheering others on</li> <li>- is optimistic; always looks to the future and thinks about the many things he might do</li> </ul>

**Concluding sentence:** Be sure your sentence re-emphasizes the conclusion.

**Write a well-structured paragraph that clearly connects facts to conclusions.**

# Connecting facts to conclusions

**Conclusion:**

**What do I need to prove?**

**Type of evidence required:**

**Fact clusters:** What is the best title for each fact cluster? Be sure the title explains the connection between the facts and the conclusion.

#1 Title	#2 Title	#3 Title
Facts	Facts	Facts

**Concluding sentence:** Be sure your sentence re-emphasizes the conclusion.

**Write a cohesive paragraph that clearly connects facts to conclusions.**



# Connecting facts to conclusions

writing well-structured paragraphs that organize facts  
and indicate how they support the overall conclusion

## Purpose

This strategy helps me write an interconnected paragraph that clearly illustrates the relationship between the supporting facts and a conclusion.

For a sample use of the strategy, see the next page

## Instructions

- Identify your overall conclusion (for example, “My brother deserves to win the award of Everyday hero”).
- Determine in general terms the kind of information or facts you would need to prove or support this position (for example, “I need to prove that my brother has qualities and accomplishments that make him worthy of the award”).
- Assemble the specific facts you have to support your overall conclusion (for example, “I have evidence that my brother is kind, hard working, and selfless”).
- Organize your facts into clearly labeled clusters (for example, one set of facts may deal with “evidence of his generosity”). Create linking sentences and use transition words to show how each group of facts supports the conclusion.
- Create a closing statement that reinforces your conclusion.
- Review your paragraph in light of the following criteria:
  - the overall conclusion is clearly stated at the beginning ;
  - the facts are grouped around a common point that supports the conclusion;
  - transition words effectively introduce each group of related facts;
  - the overall conclusion is powerfully restated at the end.

## SAMPLE

## use of the strategy

## Connecting facts to conclusions

**Conclusion:** My brother is an everyday hero.

**What do I need to prove?** *My brother has the qualities of a hero.*

**Type of evidence required:** examples or evidence of his good deeds and fine qualities

**Fact clusters:** What is the best title for each fact cluster? Be sure the title explains the connection between the facts and the conclusion.

<p><b>#1</b> Select or create a label or for the fact cluster</p> <ul style="list-style-type: none"> <li>- brave</li> <li>- born with a disease</li> <li>- faces many challenges everyday</li> </ul>	<p><b>#2</b> Select or create a title for the fact cluster</p> <ul style="list-style-type: none"> <li>- active in the community</li> <li>- contributes to the lives of others</li> <li>- unselfish</li> </ul>	<p><b>#3</b> Create a title for the fact cluster</p> <ul style="list-style-type: none"> <li>- positive attitude</li> </ul>
<p><b>Facts</b></p> <ul style="list-style-type: none"> <li>- was born 12 years ago with a disease that causes his bones to be weak</li> <li>- has had 16 operations</li> <li>- uses a wheelchair because he can't walk</li> <li>- can't sit up straight</li> <li>- everything is hard work</li> </ul>	<p><b>Facts</b></p> <ul style="list-style-type: none"> <li>- started a penny drive at school and raised enough money to buy wheelchairs for sick children 6 who could not afford them</li> <li>- maintains a blog to help other children cope with disabilities by offering advice and support</li> </ul>	<p><b>Facts</b></p> <ul style="list-style-type: none"> <li>- never complains about his challenges</li> <li>- has a great sense of humour; is always playing tricks and laughing</li> <li>- participates in everything he can and when he can't participate he enjoys cheering others on</li> <li>- is optimistic; always looks to the future and thinks about the many things he might do</li> </ul>

**Concluding sentence:** Be sure your sentence re-emphasizes the conclusion.

*Some people are heroes because they do one heroic deed. My brother is a hero every day just by living his life.*

**Write a well-structured paragraph that clearly connects facts to conclusions.**

*My brother Seth is an everyday hero. Seth was born 12 years ago with a condition that caused his bones to be weak. As a result, he overcomes challenges every day of his life. He has had 16 operations but will never be able to walk or sit up straight. Seth uses a wheelchair. Everything Seth has to do seems complicated. In spite of this, Seth lives his life very unselfishly and has done a lot for other people. For example, he started a penny drive at school and raised money to buy wheelchairs for kids who could not afford them. He also runs a blog that helps other kids with disabilities. Sometimes he offers advice and other times just talks about his life and that must inspire others. The most amazing thing about Seth is his positive attitude. He never complains about his challenges. Instead, he focuses on making other people laugh and then he laughs too. He has a very contagious laugh. Even when he can't play, he does not get upset. He just cheers for everyone else. Seth says feeling sorry for yourself is a waste of energy so he just looks ahead and dreams big dreams for his future. Some people are heroes because they do one heroic deed. My brother is a hero every day just by living his life.*

How well do I apply the strategy?

## Assessing my ability to “connect facts to conclusions”

Accomplished	Good	Basic	Needs improvement
<b>Identify the conclusion and type of evidence required:</b>			
I can easily identify my conclusion and the kind of facts or information needed to prove or support it.	I can usually identify my conclusion and the kind of facts or information needed to prove or support it.	I can usually identify my conclusion and some of the kinds of facts or information needed to prove or support it but I struggle with more complex examples.	I struggle to identify my conclusion and the kind of facts or information needed to prove or support it.
<b>Organize facts into appropriately-labeled clusters:</b>			
I can easily identify and organize facts into appropriately-labeled clusters that support the overall conclusion.	I can usually identify and organize facts into appropriately-labeled clusters that support the overall conclusion.	I can often identify and organize facts into appropriately-labeled clusters that support the conclusion, but I have difficulty with complex examples.	I struggle to identify and organize facts into appropriately-labeled clusters that support the overall conclusion.
<b>Connect facts with the conclusion in a clear, well- transitioned paragraph:</b>			
I can easily organize my facts and effectively use transition words to create a well-structured paragraph.	I can usually organize my facts and effectively use transition words to create a well-structured paragraph.	I can organize my facts and use transition words to create a structured paragraph but I have trouble with more complex examples.	I struggle to organize my facts and have difficulty using transition words to create a well-structured paragraph.