

# Concluding Sentences



A concluding sentence brings an entire paragraph to a close. It tells the reader your final thoughts on the topic and sums up your key points. A concluding sentence does not

introduce new information. Rather, it should restate the topic sentence and pull together only information which has been previously presented.

Write a concluding sentences for the following paragraph.

Having a regular daily routine for sleeping, eating, and working is good for your health. A regular sleep schedule makes it more likely you will get enough rest, and better sleep leads to mental alertness, emotional well-being, and energy during the day. People who have an established daily routine have stronger immune systems and get sick less frequently than people who do not have regular routines. People who have regular routines for eating and sleeping are also less likely to suffer from mental and emotional disturbances such as depression.

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# Sample Conclusion Sentence 3rd Grade

**Disha Experts**

A red circular graphic with a gradient, appearing as a partial circle or a thick curved line, located to the right of the 'Disha Experts' text.

### Sample Conclusion Sentence 3rd Grade:

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about grammar to communicate easily and effectively to evaluate the myriad of messages that surround them and to function successfully in business and society

**Engaging Students in Academic Literacies** María Estela Brisk, 2014-07-25 The Common Core State Standards require schools to include writing in a variety of genres across the disciplines Engaging Students in Academic Literacies provides specific information to plan and carry out genre based writing instruction in English for K 5 students within various content areas Informed by systemic functional linguistics a theory of language IN USE in particular ways for particular audiences and social purposes it guides teachers in developing students ability to construct texts using structural and linguistic features of the written language This approach to teaching writing and academic language is effective in addressing the persistent achievement gap between ELLs and mainstream students especially in the context of current reforms in the U S Transforming systemic functional linguistics and genre theory into concrete classroom tools for designing implementing and reflecting on instruction and providing essential scaffolding for teachers to build their own knowledge of its essential elements applied to teaching the text includes strategies for apprenticing students to writing in all genres features of elementary students writing and examples of practice

**The Writing Revolution** Judith C. Hochman, Natalie Wexler, 2017-07-27 Why you need a writing revolution in your classroom and how to lead it The Writing Revolution TWR provides a clear method of instruction that you can use no matter what subject or grade level you teach The model also known as The Hochman Method has demonstrated over and over that it can turn weak writers into strong communicators by focusing on specific techniques that match their needs and by providing them with targeted feedback Insurmountable as the challenges faced by many students may seem The Writing Revolution can make a dramatic difference And the method does more than improve writing skills It also helps Boost reading comprehension Improve organizational and study skills Enhance speaking abilities Develop analytical capabilities The Writing Revolution is as much a method of teaching content as it is a method of teaching writing There s no separate writing block and no separate writing curriculum Instead teachers of all subjects adapt the TWR strategies and activities to their current curriculum and weave them into their content instruction But perhaps what s most revolutionary about the TWR method is that it takes the mystery out of learning to write well It breaks the writing process down into manageable chunks and then has students practice the chunks they need repeatedly while also learning content

*Marvelous Minilessons for Teaching Intermediate Writing Grades 3-8* Lori Jamison Rog, 2018-02-15 This timely book offers a host of minilessons that focus on comprehensive written communication as one of the essential skills for success These fresh minilessons explore how to help students go beyond fuzzy thinking and generic voice and organize their thoughts solve problems identify key ideas and reflect on different perspectives The book argues that writing is important to help students communicate ideas to others as well as document their own thoughts This buffet of minilessons gives teachers ideas to add to their teaching repertoire so they can help their students work shine a little brighter

*Becoming a Teacher of Writing in Elementary Classrooms* Donna

Kalmbach Phillips, Mindy Legard Larson, 2015-12-22 *Becoming a Teacher of Writing in Elementary Classrooms* nurtures teachers' identities as writers, connects to the realities of writing instruction in real and diverse classrooms, and encourages critical and creative thinking. This text is about writing instruction as a journey teachers and students embark on together. The focus is on learning how to teach writing through specific teaching and learning structures found in the Writing Studio: mini lessons, teacher and peer conferencing, guided writing, and sharing/celebrating and broadcasting writing. Pedagogical features include teaching structures and strategies, Problematising Practice, classroom scenarios, assessment resources, and a Companion Website. Because a teacher who views him or herself as a writer is best positioned to implement the Writing Studio, a parallel text *Becoming a Writer* gives readers space to consider who they are as a writer, their personal process as a writer, and who they might become as a writer.

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*Reading, Thinking, and Concept Development* Theodore L. Harris, Eric J. Cooper, 1985. Intended to help teachers both improve students' text comprehension and better understand the teaching/learning process involved, this book focuses on comprehension and concept development as the central core of an effective educational program. The book's five sections deal with teaching explicit comprehension skills, precomprehension and postcomprehension strategies, interactive comprehension strategies, integrative comprehension strategies, and readability and the future of the textbook. The titles of the 15 essays and their authors are as follows: 1. Teaching Comprehension by P. David Pearson and Margie Leys; 2. How to Teach Readers to Find the

Main Idea by Joanna P Williams 3 Developing Comprehension of Anaphoric Relationships by Dale D Johnson 4 Knowledge and Comprehension Helping Students Use What They Know by Judith A Langer and Victoria Purcell Gates 5 The Advance Organizer Its Nature and Use by Robert W Jerrolds 6 Anticipation and Prediction in Reading Comprehension by Joan Nelson Herber 7 Response Instruction by Beau Fly Jones 8 Using Classroom Dialogues and Guided Practice to Teach Comprehension Strategies by Scott G Paris 9 Reciprocal Teaching Activities to Promote Reading with Your Mind by Annemarie Sullivan Palincsar and Ann L Brown 10 Using Children s Concept of Story to Improve Reading and Writing by Dorothy S Strickland and Joan T Feeley 11 Integration of Content and Skills Instruction by Olive S Niles 12 Levels of Comprehension An Instructional Strategy for Guiding Students Reading by Harold L Herber 13 Thinking About Reading by Susan Sardy 14 Matching Reading Materials to Readers The Role of Readability Estimates in Conjunction with Other Information about Comprehensibility by George Klare and 15 Textbook Adoptions A Process for Change by Jean Osborn and Marcy Stein HTH

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