**Research Statistical Information for Charts and Graphs**

**Objectives**

In this mini-lesson, students will:

- Learn about researching for statistical information to use in charts and graphs to support the arguments in their persuasive essays.
- Practice identifying research for statistical information to use in charts and graphs.
- Discuss the strategy and how they can apply it to their independent writing.

**Preparation**

**Materials Needed**

- Chart paper and markers
- Interactive whiteboard resources

**Advanced Preparation**

If you will not be using the interactive whiteboard resources, copy the modeling texts onto chart paper. If necessary, copy the sentence frames from “Strategies to Support ELs” onto chart paper.

1. Focus

**Explain Researching Statistical Information**

**Say:** Using charts and graphs in a persuasive essay is a powerful way to support your argument. To create a chart or graph, you need statistics, or information presented as numbers or percentages. To build a chart or a graph, you will first conduct research to collect the information.

**Model Researching Statistical Information**

Display the modeling text on chart paper or using the interactive whiteboard resources.

<table>
<thead>
<tr>
<th>Food Item</th>
<th>Calories</th>
<th>Fat</th>
<th>Sodium</th>
<th>Sugar</th>
<th>Protein</th>
</tr>
</thead>
<tbody>
<tr>
<td>McDonald’s SW Grilled Chicken Salad</td>
<td>320</td>
<td>9 g</td>
<td>960 mg</td>
<td>11 g</td>
<td>30 g</td>
</tr>
<tr>
<td>Wendy’s 5-piece Chicken Nuggets</td>
<td>220</td>
<td>14 g</td>
<td>460 mg</td>
<td>1 g</td>
<td>10 g</td>
</tr>
<tr>
<td>Burger King Kids Meal</td>
<td>260</td>
<td>10 g</td>
<td>490 mg</td>
<td>6 g</td>
<td>13 g</td>
</tr>
<tr>
<td>KFC Grilled Drumstick</td>
<td>80</td>
<td>3.5 g</td>
<td>230 mg</td>
<td>0 g</td>
<td>11 g</td>
</tr>
<tr>
<td>Subway Veggie Delite Sandwich</td>
<td>230</td>
<td>2.5 g</td>
<td>310 mg</td>
<td>6 g</td>
<td>8 g</td>
</tr>
</tbody>
</table>

**Modeling Text**

**Sample Think-Aloud**

**Say:** In my persuasive essay, I’m arguing against the perception that fast food is always unhealthy. What statistics could I gather to create a graph or chart that illustrates my point of view? To show that there are good choices, I could gather nutritional information from popular fast food restaurants. I looked for the examples of healthy items on the menus. Then I took notes on the information. This chart shows the information that I found.

Show students the modeling text that provides an example of a chart.
**3. Independent Writing and Conferring**

**Say:** Today we learned that we can collect statistical information to support our arguments. To make this easier for our readers to understand, we can put the information into charts or graphs. Using a chart or graph is a great way to illustrate our arguments and points of view.

Encourage students to think of ways they can present information in charts or graphs as they do their research during independent writing time. During conferences, reinforce students’ use of this and other strategies using the prompts on your conferring flip chart.

**4. Share**

Bring students together. Invite volunteers to share their ideas for graphs or charts for their persuasive essays.

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### Strategies to Support ELs

**Beginning**

Pair beginning ELs with fluent English speakers during the partner activity. Keep in mind that they will not be able to contribute many ideas orally. You will want to work with them individually to reinforce concepts while other students write independently.

**Intermediate**

Pair ELs with fluent English speakers during the small-group activity. Write the following sentence frames on chart paper and model how students can use them to contribute ideas:

- My persuasive essay problem is _____.
- My position is _____.
- I can make a chart about _____.
- I can look for information in _____.

**Advanced**

Pair ELs with fluent English speakers during the partner activity.