

week 1	<p>Bend 1: Writing As Scientists Do</p> <p>Session 1: Learning to Write about Science</p> <p>Learning Goal: Scientist study the world around them, pose questions and hypotheses, conduct experiments and write about their results in lab reports.</p>	<p>Session 2: Studying a Mentor Text: Procedural Writing</p> <p>Learning Goal: Writers study mentor texts when learning to write a new kind of writing, like procedural writing, asking what the author has done that they could try as well.</p>	<p>Session 3: New Wonderings, New Experiments</p> <p>Learning Goal: Scientists - like writers - go through a process. And just like writers, scientists come up with their own ideas for what to write about. They decide on a question they want to find out about and then plan and test their question with an experiment, recording all the steps as they go.</p>	<p>Session 4: Authors Share Scientific Ideas/Conclusions</p> <p>Learning Goal: Scientists spend a lot of time writing and thinking about their conclusions. They push themselves to ask Why? and then offer the best explanation they can based on their results. In this way, their conclusions often lead to more investigations and research.</p>	<p>Session 5: Scientists Learn from Other Sources as Well as from Experiments</p> <p>Learning Goal: Scientist want to improve their writing, they learn more about what they are investigating. That is, scientists improve their writing by learning more science and then revise their writing based on what they've learned.</p>
week 2	<p>Session 6: Student Self-Assessment and Plans</p> <p>Learning Goal: Writers self-assess, making sure their writing reflects all they know how to do. Then they set goals for themselves, making plans to improve as writers of informational texts.</p>	<p>Bend 2: Writing to Teach Others About Our Discoveries</p> <p>Session 7: Remember All You Know about Science and about Scientific Writing for New Experiments</p> <p>Learning Goal: Scientist bring all they know about writing and about science to new experiments, drawing on all their knowledge to write well and conduct precise and replicable experiments.</p>	<p>Session 8: Studying a Mentor Text: The "Results" Page</p> <p>Learning Goal: Writers look to mentor texts for ideas about how to organize their writing .</p>	<p>Session 9: Comparing Results and REading More Expert Materials to Consider New Questions</p> <p>Learning Goal: Scientists compare the results of their experiments against other scientists' results, using these comparisons to grow and extend their thinking.</p>	<p>Session 10: Designing and Writing a New Experiment</p> <p>Learning Goal: Scientists revisit their initial experiments and ask, "What do I still wonder?" Then, they use their initial results and writing to generate new experiments.</p>

<p>w e e k 3</p>	<p>Session 11: Editing: Domain-Specific Language</p> <p>Learning Goal: Scientists use domain-specific language when speaking and writing about their topics. They do this so that they are as precise as they can be when talking about their experiments and to show their audience that they are experts in their field.</p>	<p><u>Bend 3: Writing about Forces and Motion in Information Books</u></p> <p>Session 12 : Drawing on All We Know to Rehearse and Plan Information Books</p> <p>Learning Goal: Writers choose topics they know a lot about and are experts on to write information books. Before writers write their information books, they plan how their information will go.</p>	<p>Session 13: Tapping Informational Know-How for Drafting</p> <p>Learning Goal: Writer draft the chapters of their books by looking back at their tables of contents and their plans and deciding what they will write first, then next.</p>	<p>Session 14: Studying Mentor Texts: Integrating Scientific Information</p> <p>Learning Goal: Writers look at mentor texts to find ideas for their own writing. When studying information books, writers look to tsee how the authors integrate scientific information into their writing in a way that connects to their topics.</p>	<p>Session 15: Using Comparisons to Teach Readers</p> <p>Learning Goal: Writers use comparison in their information books. They compare something that is new for their readers to something their readers already know.</p>
<p>w e e k 4</p>	<p>Session 16: Showing Hidden Worlds with Science Writing</p> <p>Learning Goal: Science writers use special strategies to share hard-to-understand concepts with their readers. Some of these strategies include slowing down the writing, magnifying pictures or images, and drawing pictures to show the insides of objects.</p>	<p>Session 17: Introductions and Conclusions: Addressing an Audience</p> <p>Learning Goal: Writers of information books craft introductions that engage their readers’ attention and write conclusions that highlight key information about their topics.</p>	<p>Session 18: Editing: Aligning Expectations to the Common Core</p> <p>Learning Goal: Writers edit their books by rereading and making their writing easier to read, inserting capitals, commas and apostrophes where appropriate.</p>	<p>Session 19: A Celebration</p> <p>Learning Goal: Writers share their information books and lab reports with others, inviting their audience to participate in their hands-on experiments and sharing with them their scientific findings.</p>	