

Grade 3 Unit 2 The Art of Information Writing **Bend 1** Organizing Information **Bend 2** Reaching to Write Well **Bend 3** Moving Toward Publication, Moving Toward Readers **Bend 4** Transferring Learning from Long Projects to Short Ones

<p>Administer On Demand Pre-Assessment</p> <p>➤</p>	<p>Bend 1: Session 1: Teaching others as a way to Prime the Pump</p> <p>Learning Goal: Information writers organize information as they write, like organizing for teaching a course..</p> <p>Teaching Point: “Writers of information are teachers. When you write an information book, you are teaching a unit of study on your topic, and it helps to rehearse by actually teaching real students, watching to see which information especially matters to them.”</p> <ul style="list-style-type: none"> ➤ Teaching Moves Chart ➤ Sample Throwaway Draft ➤ Student Sample Expert Topic 	<p>Session 2: The Power of Organizing and Reorganizing</p> <p>Learning Goal: Writers brainstorm several different ways to organize their information writing. Writers structure subtopics and explain that doing this is an important part of planning.</p> <p>Teaching Point: “ Information writers often make plans for how to organize their information writing. They make one plan, then they think about a different possible plan, and keep doing this over and over. Each plan includes a different way to divide a topic into parts.”</p> <ul style="list-style-type: none"> ➤ Table of Contents Reproducible ➤ Anchor Chart Strong Table of Contents ➤ Student Sample Table of Contents ➤ Table of Content Attempt 	<p>Session 3: New Structures leads to New Thinking</p> <p>Learning Goal: By considering different organizational structures, good writers allow themselves to think of a topic in new ways. Writers try to structure their writing in various ways instead of settling immediately on one way.</p> <p>Teaching Point: “Writers try different organizational structures on for size. They explore a few different structures, noting how those structures affect the way they think about a topic.”</p> <ul style="list-style-type: none"> ➤ Table of Contents Outline ➤ Exploring Cause and Effect ➤ Sample Cause and Effect ➤ Sample of Different Structures ➤ Exploring Similarities and Differences 	<p>Session 4: Layering the Bricks of Information</p> <p>Learning Goal: Good writers take all the information have have and layer those pieces, one on top of the other, to teacher their readers as much as they can about their topic.</p> <p>Teaching Point: “Today you will write and write a lot. The book you will be making is a lot like a brick wall, only the bricks are pieces of information. You write information books by taking those chunks of information, your bricks and then lay pieces of information alongside each other.”</p>
<p>Session 5: Organizing Matters in Texts Large and small</p> <p>Learning Goal: Good writers use organizational skills for their tables of contents that help them plan their chapters as well.</p> <p>Teaching Point: “Everything you have learned about organizing a table of contents applies also to the work of organizing any chapter or any information text you write. Whenever you write an information text, start by making a miniature table of contents- even if it’s just in your mind.”</p> <ul style="list-style-type: none"> ➤ Informational Checklist ➤ Anchor Chart- Organizing Informational Text 	<p>Bend 2: Session 6: Studying Mentor Texts in a Search for Elaboration Strategies</p> <p>Learning Goal: Good writers have various strategies to develop their informational book. They use mentor texts as a way to learn more about elaboration and help them apply these ideas.</p> <p>Teaching Point: “ Then informational writers revise, they often consider ways they can add more, or elaborate. Information writers can learn to elaborate by studying mentor texts, taking note of all the different kinds of</p>	<p>Session 7: Making Connections within and across Chapters</p> <p>Learning Goal: Good writers connect their information in their chapters using different transitional strategies and phrases. They look to a mentor text for ideas about how best to transition in their own informational books.</p> <p>Teaching Point: “Writing chapters is like making paper chains. Writers know that each chapter needs to connect to the chapter before it. Actually, each paragraph connects to the one before it as well. There are two secrets to this. First, the order needs to make sense. Second, the author uses transitional</p>	<p>Session 8: Balancing Facts and Ideas from the Start</p> <p>Learning Goal: Good writers balance interesting facts with engaging style. They implement revision strategies that encompass both structure and word choice that will enhance their voices in their drafts.</p> <p>Teaching Point: “When writers write information books, they try to interest their readers love fascinating facts, and they love ideas, too. Writers make sure their writing contains both facts and ideas.”</p> <ul style="list-style-type: none"> ➤ Sample Chapter 	<p>Session 9: Researching Facts and Ensuring Text Accuracy</p> <p>Learning Goal: Good writers are researchers. They use resources for finding more information to enhance their informational books.</p> <p>Teaching Point: “Writers don’t just write, write, write all the stuff from their brains. Real writers are researchers. Writers often leave the page in search of the perfect fact or the perfect example.”</p> <ul style="list-style-type: none"> ➤ Sample Response

<ul style="list-style-type: none"> ➤ Strong Table of Contents Chart ➤ Student Sample Draft ➤ Sample Organized Table of Contents ➤ Sample Lead 	<p>information that writers use to teach readers about subtopics.”</p> <ul style="list-style-type: none"> ➤ Sample Draft 	<p>words like because and also to glue parts of the text together.”</p> <ul style="list-style-type: none"> ➤ Checklist ➤ Sample Draft 	<ul style="list-style-type: none"> ➤ Sample Chapter 	
<p>Session 10: Reusing and Recycling in the Revision Process</p> <p>Learning Goal: Good Writers revise, they look back at what’ve already done, making sure they are carrying over all they have learned into their new writing.</p> <p>Teaching Point: “When writers learn something new about information writing, they go back into a chapter they wrote earlier and use tiny Post Its or marginal notes to add this or that to your draft. This sort of work is not really revision, that’s just fixing up an almost perfect draft. To revise, you need to have the courage to try a chapter over again, or to write the first or last half again.”</p>	<p>Session 11: Creating Introductions through Researching Mentor</p> <p>Learning Goal: Good writers use an inquiry process that asks them to consider introduction strategies of mentor text.</p> <p>Teaching Point: “Writers notice what mentor authors do when writing powerful introductions for information writing. Then they try to apply those strategies to their own writing.”</p> <ul style="list-style-type: none"> ➤ Sample Introduction 	<p>Bend 3: Session 12: Taking Stock and Setting Goals</p> <p>Learning Goal: Good Writers review their information writing using a checklist and then plan for revisions.</p> <p>Teaching Point: “Information writers stop, before they are completely done with their pieces, to take stock. They reread what they’ve done so far and think about any guidelines, checklists, or mentor texts, asking, “What’s working already?” and “What do I still want to do to make this as strong as possible?”</p> <ul style="list-style-type: none"> ➤ Sample Notes for Revision ➤ Sample Small Moment 	<p>Session 13: Putting oneself in Readers’ Shoes to Clear up Confusion</p> <p>Learning Goal: Good writers have revision strategies for clearing up confusion in their work, including imagining a different perspective and role playing with a partner..</p> <p>Teaching Point: “Writers know that eventually other people will read their writing, so writers prepare for that by rereading their pieces very carefully, looking for places that are confusing or undeveloped. Writers then revise to make sure that the writing will reach all readers.”</p>	<p>Session 14: Using Text Features Makes it easier for Readers to Learn</p> <p>Learning Goal: Good writers enhance their informational writing with appropriate text features.</p> <p>Teaching Point: “Information writers think, “ Will that text feature help readers?” and they only include the one that will really help readers. They think what the text is mostly about, and that helps them decide what should be popped out or highlighted.”</p> <ul style="list-style-type: none"> ➤ Common Text Features Chart ➤ Student Sample ➤ Sample Chapter
<p>Session 15: Fact-Checking through Rapid Research</p> <p>Learning Goal: Good writers research to make sure that all the facts in their writing are correct.</p> <p>Learning Goal: good writers go back to revise any incorrect facts.</p> <p>Teaching Point: “When information writers get close to the end of their projects, it’s important that they check the major facts that they’ve included to make sure they are as accurate as possible. They scan their own drafts for facts that feel as if they might be shaky and then quickly look to another source or two to confirm these facts are true. If they aren’t the writer revises those facts.</p>	<p>Session 16: Punctuating with Paragraphs</p> <p>Learning Goal: Good writers keep a close eye on the way they use paragraphs, they edit as they write.</p> <p>Teaching Point: “Information writers edit with a laser focus on one of the most important organizing structures: the paragraph. Writers look at the paragraph as the most powerful punctuation there is. Paragraphs separate not just words into sentences, but also whole group of sentences into topics.”</p> <ul style="list-style-type: none"> ➤ Sample Article ➤ Sample Chapter ➤ Sample Published Piece 	<p>Bend 4: Session 17: Plan Content-Area Writing, Drawing on Knowledge from across the Unit</p> <p>Learning Goal: Good writers transfer the skills they have learned in this unit to plan and draft for a content-specific informational text.</p> <p>Teaching Point: “Writers move on to other subject areas, writers don’t just leave their writing skills at the door. Writers carry those skills with them when they become scientists, anthropologists, and mathematicians. Specifically, writers make sure they use what they know about planning well-organized information texts, whether they are writing a book in writing</p>	<p>Session 18: Revising from Self Assessments</p> <p>Learning Goal: Good writers need to compare their plans for their drafts, reminding themselves of different strategies to revise either the original plan or the writing.</p> <p>Teaching Point: “Nonfiction writers assess their own writing to see what works and what doesn’t work. One way they do this is by thinking, “Did I do what I set out to do?”. They reread to see whether the draft matches the plan for it- and if it doesn’t they decide whether the plan it does follow works or whether the piece needs to be rewritten.”</p> <ul style="list-style-type: none"> ➤ Sample Plan 	<p>Session 19: Crafting Speeches, Articles, or Brochures Using Information Writing Skills</p> <p>Learning Goal: Good writers transfer the skills they used to write their informational books to other sorts of informational writing quickly or on the run.</p> <p>Learning Goal: Good Writers reimagine the text they have already written as a speech, a brochure, or an article.</p> <p>Teaching Point: “Information writers use their skills at structuring and elaborating, introducing and closing, to create all sorts of information texts.”</p> <ul style="list-style-type: none"> ➤ Sample Speech ➤ Sample Article

		<p>workshop or writing an article or a paper or a feature article in the social studies classroom.”</p> <ul style="list-style-type: none"> ➤ Table of Contents Chart ➤ Sample Table of Contents 	<ul style="list-style-type: none"> ➤ Sample Conclusion ➤ Sample Glossary ➤ Sample Revised Introduction ➤ Sample Self Assessment 	<ul style="list-style-type: none"> ➤ Sample First Draft
<p>Session 20: Brining All You Know to Every Pro</p> <p>Learning Goal: Good writers draw on all they know to finish up their projects.</p> <p>Teaching Point: “Writers draw on everything they know to make their work the best it can be.”</p> <ul style="list-style-type: none"> ➤ Compare/Contrast Structure Sample ➤ Sample Draft ➤ Sample Revised Draft 	<p>Session 21: A Final Celebration: Using Knowledge about Nonfiction Writing to Teach Younger Students</p> <p>Learning Goal: Good writers teach each other about their topics, sharing with an audience all the knowledge and expertise they have gained.</p> <ul style="list-style-type: none"> ➤ Sample Final Expert Piece 	<p>Administer ON DEMAND Post Assessment</p> <ul style="list-style-type: none"> ➤ Sample on Demand Piece 		