

Overview for Grade 3 Unit 2, *The Art of Information Writing*

Session/Minilesson		Conferring and Small-Group Work	Mid-Workshop Teaching	Share
BEND I: Organizing Information				
1	Teaching Others as a Way to Prime the Pump	Helping Children Become Powerful Teachers and Listeners	Using Your Teaching as a Rough Draft and a Source for Insight about This Genre	Writing Long to Record Teaching
2	The Power of Organizing and Reorganizing	Plan Ways to Channel Students to Revise Now	Considering Whether Your Book Has a Logical Structure	Considering the Structures of Tables of Contents
3	New Structures Lead to New Thinking	Keeping Individual Students' Needs and Goals in Mind	Helping Students File Information into Chapter Files	Preparing to Draft
4	Letter to Teachers: Laying the Bricks of Information			
5	Organization Matters in Texts Large and Small	Using Checklists to Find and Set Personal Goals	Using Code Words to Help Planning	Looking Back on the Past to Set Goals for the Present
BEND II: Reaching to Write Well				
6	Studying Mentor Texts in a Search for Elaboration Strategies	Leading Students Away from Unintentional Plagiarism	Using Transition Words	Studying Mentor Texts for More Elaboration Strategies
7	Making Connections within and across Chapters	Making Plans for Work	Using Research Resources to Help Fine-Tune Spelling	Using the Third-Grade Checklist to Check if Your Writing is Stronger
8	Balancing Facts and Ideas from the Start	Conferring with the Checklist in Hand	Don't Let Your Writing Be a Trash Compactor	Shifting between Big Ideas and Small Examples
9	Researching Facts and Ensuring Text Accuracy	Reminding Students to Respond to Information	Embedding Topic-Specific Vocabulary to Help Readers Get Smart on the Topic They Are Teaching	Studying Mentor Texts to Emulate the Use of Expert Terminology
10	Letter to Teachers: Reusing and Recycling in the Revision Process			
11	Creating Introductions through Researching Mentor Authors	Writing Conclusions that Leave Readers Thinking	Writing Conclusions that Leave Readers Understanding What They Just Read	Celebrating Our Progress
BEND III: Moving Toward Publication, Moving Toward Readers				
12	Taking Stock and Setting Goals	Encouraging Students to Make Individualized Plans for Revision	Transferring Skills from Narrative Writing to Create Compelling Small Moments	Developing Metaphors
13	Putting Oneself in Readers' Shoes to Clear Up Confusion	Preparing Students for Next Steps	Teaching Coordinating Conjunctions and Subordinating Conjunctions through Guided Practice	Dividing Writing Work into Smaller Jobs
14	Using Text Features Makes It Easier for Readers to Learn	Reminding Students of Their Resources for Revision	Integrating Technology to Enhance Text Features	Studying Mentor Texts for Possible Text Features
15	Letter to Teachers: Fact-Checking through Rapid Research			
16	Punctuating with Paragraphs	Grasping the Logic in Children's Work to Inform Teaching	Making Pronoun-Antecedent Connections	Celebrating by Teaching
BEND IV: Transferring Learning from Long Projects to Short Ones				
17	Plan Content-Area Writing, Drawing on Knowledge from across the Unit	Anticipating and Responding to the Predictable Challenges	Consider Different Structures, Then Move Rapidly to Drafting	Taking Stock of Where We Are and Moving Forward
18	Revising from Self-Assessments	Integrating Resources and Skills	Use Voiceovers to Rally Writers to Work Fast and Furiously	Asking Questions to Help Revise
19	Crafting Speeches, Articles, or Brochures Using Information Writing Skills	Using Direct Quotes from Texts	Writers Use Power Tools	Including Everything We Know Every Time We Write
20	Bringing All You Know to Every Project	Focus on the Positive	Revisiting the Checklist	Partners Engage in Close Reading of Each Other's Work, Holding Each Other Accountable
21	Letter to Teachers: A Final Celebration: Using Knowledge about Nonfiction Writing to Teach Younger Students			