

Overview for Grade 6 Unit 3, *Research-Based Information Writing*

Session/Minilesson	Conferring and Small-Group Work	Mid-Workshop Teaching	Share	
BEND I: Writing Research-Based Informational Essays				
1	Becoming Engaged with a Topic	Compliment Conferences Can Support Engagement	Pause Early to Organize Notes	Following a Topic
2	Reading for a Wide View of a Topic: Teen Activism	Using a Light Touch to Keep Researchers Learning	Writing While Reading to Learn	A Dual Learning Focus: Note-Taking and Teen Activism
3	Preparing to Write Informational Essays: Finding and Supporting Key Points	Coaching Students into Bare-Bones Essay Writing	Illustrating Patterns that Apply to Many Cases in Point	Creating Parallel Key Points for a Topic and Evidence to Go with It
4	Structure Sets You Free: Using Prior Knowledge to Flash-Draft Essays	Planning for Future Teaching Using Student Work	Coach Writers to Refer to and Cite Text Evidence	Using Partners as a Resource for Feedback
BEND II: Drafting and Revising Information Books on Focused Topics				
5	The Trail of Research: Pursuing Information and Focusing in on Topics	Channel Coalition Groups to Pursue Trails of Inquiry	Transferring Lessons Learned Earlier to This New Research	Charting a Research Trail
6	Envisioning Structures to Plan an Information Book	Imagining the Evolution of Your Teaching	Revising Chapters for Structure	Sharing Compliments and Suggestions for Revision
7	Constructing Texts with Solid Bricks of Information	Ways to Revise One Chapter and Plan Another	Using Transition Words	Partners Teach Each Other Their New Chapters
8	Research: Gathering Specific Information and Creating Meaning			
9	Writing with Detail	Revising by Rereading through Particular Lenses	Bringing Out the Words That People Say	Writers Hold Themselves to High Standards as They Self-Assess
10	Lifting the Level of Sentence Complexity	Varying Sentence Length	Pronoun Agreement	Editing with Partners Using a Checklist
11	Using Text Features to Strengthen Writing	A Repertoire of Further, Related Teaching Points	A Well-Placed Text Feature Is Worth a Thousand Words	A Text-Feature Gallery Walk
12	Planning Ready-to-Go Chapters	Support Trying More Than One Structure	Crafting Introductions that Frame Each Chapter	Writing an Introduction to the Whole Book
13	Quoting with a Purpose in Mind	Weaving Quotations into Writing with Transitional Phrases	Not Just Leading <i>into</i> Quotations; Leading <i>out of</i> Quotations	Introducing the Source and Explaining the Tie-In
14	Celebrating with a Book Exhibit Tour			
BEND III: Digital Writing Projects: Sharing Expertise Online				
15	Studying Digital Mentor Texts	Coaching Writers to Glean More from Mentor Texts	Planning for Websites and Digital Slide Show Presentations	Relying on Partnerships to Strengthen Prototypes
16	Revising to Fit Digital Formats: Determining Importance	Coaching Students to Tackle Planning Challenges	Creating Plans that Have a Logical Flow	Putting Extra Information into Presentation Notes
17	Pouring into Digital Forms . . . and Publishing			
18	Celebration: Presentations, Feedback, Reflection			