Units of Study in Opinion, Information and Narrative Writing
Grade 3 Pacing Guide

Unit 2 - The Art of Information Writing

Wk														
1	On Demand Narrative Assignment, Found in Writing Pathways Assessment Book, Page 128													

Bend 1: Organizing Information

Wk	Session	Mini-Lesson	Pg	Teaching Point	Pg	Active Engagement	Pg	Link	Pg	Conferring	Pg	Share	Pg	CCSS
1	1	Teaching Others as a Way to Prime the Pump	2	"Information writers 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"	4	Set students up to teach their partners the topics they have chosen, reminding them to divide their topic into subtopics and to fill in details and thoughts about a subtopic. Actively listen to students work with partners, coaching as needed, sharing overheard comments	6	Divide the class into fourths, with each group sitting in the 4 corners of the room. Each student will teach his or her topic to the group.	7	Helping Children Become Powerful Teachers and Listeners	8	Writing Long to Record Teaching	10	W3.2, W3.4, W3.5, W3.8, W3.10, W4.2, RI3.3, SL3.1, SL3.3, SL3.4, SL3.6, L3.1, L3.2, L3.3, L3.6
1	2	The Power of Organizing and Reorganizing	12	"Information writers often make plans for how to organize their information writing. Writers make one plan, then they think about a different possible plan, and they keep doing this over and over. Each plan includes a different way to divide a topic into parts"	14	Encourage students to consider alternative ways to divide up their topics, coaching them to generate parallel topics illustrating ways, kinds, examples, or parts	16	Tell students that they will most likely want to put a table of contents on paper	16	Plan Ways to Channel Students to Revise Now	17	Considering the Structures of Tables of Contents	19	W3.2, W3.4. W3.5, W3.8, W3.10, W4.2, RI3.2, RI3.4, RI3.8, SL3.1, L3.1, L3.2, L3.3, L3.6
2	3	New Structures Lead to New Thinking	21	"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"	23	Model several structures for students and guide students to try several structures (Boxes and Bullets, Cause and Effect, Pros and Cons, Compare and Contrast)	24	Send students off to choose between revising their table of contents, writing long about an unexplored aspect of their topic, or picking up where they last left off in their piece	27	Keeping Individual Students' Needs and Goals in Mind	28	Preparing to Draft	30	W3.2, W3.4, W3.5, W3.8, W3.10, W4.2, RI3.3, RI3.8, SL3.1, SL3.3, SL3.6, L3.1, L3.2, L3.3
2	4	Letter to Teachers: Laying the Bricks of Information	31											

Wk	Session	Mini-Lesson	Pg	Teaching Point	Pg	Active Engagement	Pg	Link	Pg	Conferring	Pg	Share	Pg	CCSS
3	5	Organization Matters in Texts Large and Small	35	"Everything that you've learned about organizing a table of contents applies 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 is just in your mind"	38	Ask students to verbally practice their plans for one of the chapters in their books and write-in-the-air the first line or two of their chapters	40	Channel writers to either consider another alternative structure for the upcoming chapter or to decide and draft it- or else to revise previous chapters	40	Using Checklists to Find and Set Personal Goals	41	Looking Back on the Past to Set Goals for the Present	42	W3.2, W3.4, W3.5, W4.2, RI3.5, RI3.10, SL3.1, L3.1, L3.2, L3.3

Bend 2: Reaching to Write Well

Wk	Session	Mini-Lesson	Pg	Teaching Point	Pg	Active Engagement	Pg	Link	Pg	Conferring	Pg	Share	Pg	CCSS
3	6	Studying Mentor Texts in a Search for Elaboration Strategies	46	"When 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 of the different kinds of information that writers use to teach readers about subtopics"	48	Revise a previously written chapter from the class book. Have students look at a mentor text using a different elaboration technique. Students can work with their partner to revise the class chapter using the same techniques	50	Channel writers to plan whether they want to revise previously written chapters or to draft a new chapter. Warn students of one of the pitfalls of elaboration: repeating oneself	52	Leading Students Away from Unintentional Plagiarism	53	Studying Mentor Texts for More Elaboration Strategies	54	W3.2, W3.4, W3.5, W3.8, W4.2, RI3.1, RI3.2, RI3.10, RFS3.4, SL3.1, SL3.2, SL3.4, SL3.6, L3.1, L3.2, L3.3, L3.4, L3.6
4	7	Making Connections within and across Chapters	55	"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. And second, the author uses transitional words like *because* and *also* to glue parts of the text together"	56	Choose a chapter from the class book to draft together, letting the students try a quick rehearsal. Record on chart paper a combined version of their various ideas, which you have modified to match your goals	58	Rename the teaching point. Recruit students to reread the work they've done so far in their book, and then to make plans for what they'll do today based on that	58	Making Plans for Work	60	Using the Third Grade Checklist to Check If Your Writing is Stronger	61	W3.2, W3.4, W3.5, W3.7, W4.2, RI3.3, RI3.8, RI3.10, RFS3.3, SL3.6, L3.1, L3.2, L3.4, L3.6
4	8	Balancing Facts and Ideas from the Start	63	"When you write information books, you try to interest your reader. Readers love fascinating facts, and they love ideas, too. Writers make sure their writing contains both facts and ideas"	65	Invite students to study a few fact-filled sentences and develop an idea to go with them. Call out for a few students to share the idea they've added, describing the move that each has used	66	Send writers off to draw on all they have learned to do as they draft a new chapter and revise old ones	66	Conferring with the Checklist in Hand	68	Shifting Between Big Ideas and Small Examples	70	W3.2, W3.5, W4.2, RI3.4, SL3.1, SL3.3, SL3.6, L3.1, L3.2, L3.3, L3.6

Wk	Session	Mini-Lesson	Pg	Teaching Point	Pg	Active Engagement	Pg	Link	Pg	Conferring	Pg	Share	Pg	CCSS
5	9	Researching Facts and Ensuring Text Accuracy	71	"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"	73	Ask students to consider their own subjects and where they might want to look for more information. Highlight any ideas for research that students discussed with partners	75	Tell a short story about an author who regularly uses research in his or her own writing. Encourage students to bring the nonfiction reading lives into their information writing or vice versa	75	Reminding Students to Respond to Information	76	Studying Mentor Texts to Emulate the Use of Expert Terminology	78	W3.2, W3.5, W3.7, W3.8, W3.10, RI3.4, RI3.8, RI3.10, SL3.1, SL3.2, L3.1, L3.2, L3.3, L3.6
5	10	Letter to Teachers: Reusing and Recycling in the Revision Process	79												
6	11	Creating Introductions through Researching Mentor Authors	82	"Ask 'What do our mentor authors do when writing powerful introductions for information writing?' Once we figure out the answer to that question, we can ask 'How can we apply those strategies to our own writing?'"	84	Set up writers to investigate a mentor text with you, guiding the work in a series of steps that help answer the inquiry question. Students will form conversation circles to talk about how multiple mentor authors wrote their introductions	85	Compliment students on their sophisticated work, and let them know that the work they did today can be carried with them into future writing	86	Writing Conclusions that Leave Readers Thinking	87	Celebrating Our Progress	88	W3.2, W3.5, W3.7, W4.2, RI3.1, RI3.10, SL3.1, L3.1, L3.2, L3.3

Bend 3: Moving Toward Publication, Moving Toward Readers

Wk	Session	Mini-Lesson	Pg	Teaching Point	Pg	Active Engagement	Pg	Link	Pg	Conferring	Pg	Share	Pg	CCSS
6	12	Taking Stock and Setting Goals	90	"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?'"	91	Guide students to look at the checklist first for signs of growth since the last time they used it, then for goals, and to tell partners what they found	93	Channel writers to collect the tools they'll need to do the work they've set out for themselves	94	Encouraging Students to Make Individualized Plans for Revision	95	Developing Metaphors	97	W3.2, W3.5, W4.2, RI3.1, SL3.1, SL3.3, L3.1, L3.2, L3.3

7	13	Putting Oneself in Readers' Shoes to Clear Up Confusion	98	"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 underdeveloped. Writers then revise to make sure that the writing will reach readers"	99	Ask students to role-play with their partners, pretending to be someone who does not know the content of the class book	101	Remind students that writing needs to make sense as well as be brimful of facts and information	101	Preparing Students for Next Steps	102	Dividing Writing Work into Smaller Jobs	104	W3.2, W3.5, RI3.1, RI3.6, SL3.1, L3.1, L3.2, L3.3, L4.1
7	14	Using Text Features Makes It Easier for Readers to Learn	105	"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 mainly about, and that helps them decide what should be popped out or highlighted"	106	Use a piece of student work to engage students in thinking about what kinds of text features go with a certain kind of information writing	108	Remind students that what they learned about text features need to fit into the structure of their books. Convey that you expect they will be doing various kinds of work today. Explain that writers always think about supporting their readers when they write	109	Reminding Students of Their Resources for Revision	110	Studying Mentor Texts for Possible Text Features	111	W3.2, W3.5, W3.6, W3.10, W4.2, RI3.1, RI3.5, RI3.7, RI3.10, SL3.1, L3.1, L3.2, L3.3, L3.4
8	15	Letter to Teachers: Fact-Checking through Rapid Research	112												

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8	16	Punctuating with Paragraphs	115	"Informational 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 groups of sentences into topics"	117	Give students an opportunity to chop up another demo text into paragraphs. As students discuss possible paragraph breaks, listen in and guide them to notice that there are different ways paragraphs can go	119	Reiterate the teaching point and remind the class that they know about additional editing moves besides paragraphing, and introduce a new editing tool (a different color pen)	119	Grasping the Logic in Children's Work to Inform Teaching	120	Celebrating by Teaching	122	W3.2, W3.5, W4.2, RI3.8, SL3.1, L3.1, L3.2, L3.3

Bend 4: Transferring Learning from Long Projects to Short Ones

Wk	Session	Mini-Lesson	Pg	Teaching Point	Pg	Active Engagement	Pg	Link	Pg	Conferring	Pg	Share	Pg	CCSS
9	17	Plan Content-Area Writing, Drawing on Knowledge from across the Unit	128	"Writers carry skills with them when they become scientists, anthropologists, and mathematicians. Writers make sure that they use what they know about planning well-organized information texts, whether they are writing a book in writing workshop or writing an article or a paper or a feature article in the social studies classroom"	129	Channel students to quickly think of a topic they would like to explore more and to share it with a partner. Ask students to plan one possible way they might chunk their topic into parts, organizing the writing they intend to do, using their fingers as a graphic organizer	131	Encourage students to hold in mind what they have learned about information writing as they write about their social studies topic. Suggest they keep their writer's notebooks out as reminders	131	Anticipating and Responding to the Predictable Challenges	132	Taking Stock of Where We Are and Moving Forward	133	W3.2, W3.4, W3.5, W3.8, W3.10, RI3.2, SL3.1, L3.1, L3.2, L3.3, L3.6
9	18	Revising from Self-Assessments	134	"Nonfiction writers assess their own writing to see what works and what doesn't work. They ask, '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"	135	Students will work with a partner to assess the work of a student from a previous class. Ask students to talk with partners about what they notice. Suggest they make a plan of things the writer needs to work on, suing the resources in the room as a guide	136	Ask students to begin today's work by self-assessing. Stress that students already know many strategies for revising informational texts. Encourage them to get as far as they can with their pieces	137	Integrating Resources and Skills	139	Asking Questions to Help Revise	140	W3.2, W3.5, W3.10, RI3.1, RI3.10, SL3.1, L3.1, L3.2, L3.3, L3.6

10	19	Crafting Speeches, Articles, or Brochures Using Information Writing Skills	142	"Information writers can use their skills at structuring and elaborating, introducing and closing, to create all sorts of information texts"	143	Ask students to consider yet another form and to spot some of those information text moves. Break down what they noticed and add new items to your chart. Prod students to think about what form they could imagine working in while considering their content-area topic	147	Let students know that they'll have two days to rewrite their writing, putting it into a new form and angling it for an audience	148	Using Direct Quotes from Texts	149	Including Everything We Know Every Time We Write	150	W3.2, W3.4, RI3.1, RI3.4, RI3.8, RI3.10, SL3.1, SL3.3, L3.1, L3.2, L3.3
10	20	Bringing All You Know to Every Project	152	"I want to remind you that writers draw on everything they know to make their work the best it can be"	153	Students will do the teaching today. Divide students into groups and have students teach each other briefly. Name some of the great writing tips about structure and elaboration you heard from the students	154	Cheer students on to bring every bit of effort all the way through the finish line	154	Focus on the Positive	155	Partners Engage in Close Reading of Each Other's Work, Holding Each Other Accountable	157	W3.2, W3.5, RI3.1, SL3.1, L3.1, L3.2, L3.3
10	21	Letter to Teachers: A Final Celebration: Using Knowledge about Nonfiction Writing to Teach Younger Students	158											