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| **Grade 3****Unit Overview*****Informational Writing: Reading, Research, and Writing in the Content Areas***  |
| **Focus Teaching Points** | * Learning why and for what purposes scientists write (to capture learning, to develop ideas, to explore questions, to hypothesize answers, to teach, to inform, to inspire, and to persuade)
* Drawing from mentor texts for ideas about layout, structure and craft
* Organizing information learned from study into chapters, sections, and/or categories; making sure related information is grouped together
* Crediting texts and authors informally
* Continuing to build stamina and volume in writing
* Using the writer’s notebook as a valuable resource throughout the writing process
* Working with writing partners to develop ideas and gain feedback
* Connecting ideas and information with linking words
* Using mentor texts to support revision
* Including text features to guide the reader
* Elaborating by asking a question and answering it, by sharing an anecdote, by giving an opinion, by giving an example, by comparing or contrasting a detail to something familiar to the reader
* Reviewing paragraphs for clear topic sentence followed by supporting information
* Revising headings and subheadings
* Writing introductions and conclusions
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| **Key CCSS Standards** | ***Writing Standards******(W)**** *2, 4, 5, 6, 7, 8, 10*

***Language Standards (L)**** *1, 2, 3, 4, 5, 6*

***Speaking and Listening Standards (SL)**** *1, 2, 3, 6*
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| **Recommended Professional Resource(s) to Guide Instruction** | ***If you are using the resource Elephants, Penguins, Frogs, Oh My! to teach the accompanying reading unit:***We suggest students create information chapter books about one of the animals they researched during the reading workshop (probably the one they begin in the first bend). The following unit has suggestions that support these teaching points:* “Information Writing: Reading, Research, and Writing in the Content Areas” from the *If . . .Then . . . Curriculum: Assessment-Based Instruction, Grade 3* from the *Units of Reading* (2015) byCalkins with Julia Mooney. This resource references (on page 17) the *Art of Information Writing,* also from the *Units of Study for Teaching Reading.*

***If you are using the e-doc unit (from A Curricular Calendar) to teach the accompanying reading unit:***The following writing unit corresponds directly with that unit:* “Informational Writing: Reading, Research, and Writing in the Content Areas” from *A Curricular Calendar for the Reading Workshop, Grade 3* (e-doc).

***Please see your Literacy Coach for further clarification, recommendations, and tips for teaching this unit.*** |