

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Informational writing examines and conveys ideas and information clearly and accurately through a process of research.</li> <li>▪ Procedural writing is a list of directions for how to do something and a list of what is needed.</li> <li>▪ A list is a collection of items, one below another, that may be used as a planning tool.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How does a writer select a workable topic?</li> <li>▪ What types of sources can a writer use to develop the topic?</li> <li>▪ How does a writer develop a coherent researched based report?</li> <li>▪ How does a writer paraphrase text?</li> <li>▪ How does a writer list sources of information?</li> <li>▪ What is procedural writing?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Writers/researchers select a workable topic.</li> <li>▪ Writers/researchers use multiple sources to develop the topic.</li> <li>▪ Writers/researchers develop a coherent research based report using proper paraphrasing.</li> <li>▪ Writers list the sources of information (book, internet, periodicals etc.)</li> <li>▪ Writers list the sources of information (book, internet, periodicals etc.)</li> <li>▪ Lists are a functional way to organize information.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ paraphrase, bibliography, sources, periodicals, note taking, plagiarism, outlining, research, sequence, procedure</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Develop a narrow focus of a chosen topic.</li> <li>▪ Formulate questions to guide research.</li> <li>▪ Use books, internet etc. to gather information about topic.</li> <li>▪ Compile notes by paraphrasing information gathered.</li> <li>▪ Write a draft report that informs the reader about a topic by using facts, details other information gathered.</li> <li>▪ Use the writing process to edit, revise and produce a complete final research report.</li> <li>▪ List the sources of information used with a modified bibliography.</li> <li>▪ Use mentor texts to craft procedural writing.</li> <li>▪ Make lists to plan activities or support memory.</li> <li>▪ Write clear directions, guides, and “how-to” texts.</li> <li>▪ Demonstrate grade level expectations for grammar and usage, mechanics, legibility, and text layout.</li> </ul>

<p><b>Related Maine Learning Results</b></p>	<p><u>English Language Arts</u>  B. Writing  B1.Interconnencted Elements  Students use the writing process with an emphasis on the development of a central idea, for a variety of audiences, and purposes.  a. Select a purpose for writing.  b. Pre-write using graphic organizers of other structures to organize their ideas.  c. Establish an organizing structure and maintain a consistent focus.  d. Include an introduction and conclusion.  e. Write coherent paragraphs that have supporting sentences and a concluding sentence.  f. Revise original drafts to improve coherence, provide better descriptive details, and to convey voice.  g. Edit for correct grammar, usage and mechanics.  h. Create legible final drafts.  C. Research  C1.Research  Students create, identify, and answer research questions by gathering information from print and non-print sources and documenting sources and communicating findings.  a. Identify key words and concepts related to research questions, making adjustments when appropriate.  b. Locate and access information by using text features.  c. Collect, evaluate, and organize information for a specific purpose.  d. Communicate findings fro a variety of print and non-print sources.  e. Describe plagiarism and demonstrate appropriate citation.  D. Language  D1.Grammar and Usage  Students use parts of speech and vary sentence structure to communicate.  a. Use forms of nouns, verbs, adjectives, adverbs, prepositions, conjunctions, pronouns, and interjections correctly.  b. Use simple, compound, and complex sentences.  D2.Mechanics  Students apply the rules of capitalization, punctuation, and spelling to communicate.  a. Use end marks correctly.  b. Capitalize correctly.  c. Spell high-frequency grade-level words.</p>
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<p><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Teach the difference between <i>thick and thin</i> questions.</li> <li>▪ Teach students how to introduce a topic clearly.</li> <li>▪ Practice paragraph writing (ie: grouping related information).</li> <li>▪ Teach research skills required to write a well-supported report (multiple sources, paraphrasing, and organizing information).</li> </ul>
<p><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Teacher generated checklist and/or rubric</li> <li>▪ Informational report on chosen topic</li> </ul>
<p><b>Sample Resources</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ <u>A Quick Guide to Reaching Struggling Writers</u> – M. Colleen Cruz</li> <li>○ <u>A Quick Guide to Making Your Teaching Stick</u> – Shanna Schwartz</li> <li>○ <u>Conferring with Primary Writers</u> Lucy Calkins</li> <li>○ <u>Make it Real – Strategies for Success with Informational Texts</u> – Linda Hoyt</li> <li>○ <u>Study Driven</u> – Katie Wood Ray</li> <li>○ <u>Strategies that Work</u> – Stephanie Harvey</li> <li>○ <u>Seeing the Possibilities</u> - Lucy Calkins</li> <li>○ <u>Launch an Intermediate Writing Workshop</u> - Lucy Calkins</li> <li>○ <u>Units of Study for Teaching Writing, Grades 3-5</u> - Lucy Calkins</li> <li>○ <u>Better Answers</u> – Ardith Cole</li> </ul> </li> </ul>