

<p><b>Essential Understandings</b></p>	<ul style="list-style-type: none"> <li>▪ Writers write informational text to help readers learn about a topic.</li> <li>▪ Writers write procedural (or How-To) to teach others how to do something.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ How does a writer choose a topic?</li> <li>▪ How does a writer find more information about the topic?</li> <li>▪ How does a writer organize information into categories?</li> <li>▪ How does the writer use tools such as diagrams to organize the information?</li> <li>▪ How does the writer use the writing process to write a simple report on a topic?</li> <li>▪ How does a writer make their writing readable?</li> <li>▪ How does a writer decide what to revise?</li> <li>▪ How does a writer write a How-To Book?</li> </ul>
<p><b>Essential Knowledge</b></p>	<ul style="list-style-type: none"> <li>▪ Writers choose a topic they know a lot about.</li> <li>▪ Writers gather additional information using print and non-print sources.</li> <li>▪ Writers/researchers organize the information into categories that make sense..</li> <li>▪ Writers/researchers use tools to organize information (ie. Diagrams, pictures).</li> <li>▪ Writers use the stages of the writing process to write a simple report.</li> <li>▪ Writers rehearse for writing a How-To Book by saying aloud what they will write and sketching out the steps or procedures.</li> <li>▪ Writers write steps of a procedure with appropriate sequence and explicitness.</li> <li>▪ Writers reread How-To Books and revise for sequence, clarity and any missing steps.</li> <li>▪ Writers include pictures to illustrate the steps in a procedure.</li> </ul>
<p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ non-fiction, report, categories, organize, diagram, revise, edit, procedural writing</li> </ul> </li> </ul>
<p><b>Essential Skills</b></p>	<ul style="list-style-type: none"> <li>▪ Choose a topic that the student knows a lot about.</li> <li>▪ Use print and non-print sources to gather additional information.</li> <li>▪ Write their own (paraphrased) interesting facts about the topic.</li> <li>▪ Place facts/information into like categories.</li> <li>▪ Use labeled drawings and diagrams to add interest.</li> <li>▪ Use the writing process to create drafts and final report.</li> <li>▪ Revise to improve writing.</li> <li>▪ Edit for spelling, punctuation, capitalization, and grammar.</li> <li>▪ Demonstrate grade level expectations for grammar and usage, mechanics, legibility, and text layout.</li> </ul>

<p style="text-align: center;"><b>Related Maine Learning Results</b></p>	<p><u>English Language Arts</u> B. Writing B1. Interconnected Elements Students use a writing process to communicate ideas. a. Select a focus for writing and develop an idea, including a beginning, middle, and end. d. Create legible final drafts. B3. Argument/Analysis Students write to inform an audience on a specific topic. a. Write brief descriptions of objects, people, places, or events. b. Record and share, in writing, information that has been gathered. C. Research C1. Research Students answer research questions by gathering information by gathering information from print and non-print sources. a. Follow an established procedure for locating sources appropriate to reading level. b. Collect information for a specific purpose. c. Organize findings. d. Share information gathered using oral and visual examples. D. Language D1. Grammar and Usage Students demonstrate an understanding of parts of speech and simple sentence structures to communicate. a. Identify and use nouns and verbs correctly. b. Use simple sentences. D2. Mechanics Students apply the rules of capitalization, punctuation, and spelling to communicate. a. Capitalize proper nouns and words at the beginning of sentences. b. Use periods, question marks, and exclamation points. c. Spell high frequency grade-level words. d. Use phonics patterns to aid in spelling.</p>
<p style="text-align: center;"><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Categorizing information</li> <li>▪ How to put information into your own words</li> </ul>
<p style="text-align: center;"><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>The Continuum of Literacy Learning</u> – Gay Su Pinnell and Irene Fountas</li><li>○ <u>Explorations in Nonfiction Writing</u> – Tony Stead and Linda Hoyt</li><li>○ <u>Time for Nonfiction</u> – Tony Stead DVD</li><li>○ <u>Is That a Fact?</u> – Tony Stead</li><li>○ <u>Scaffolding Young Writers</u> – Linda Dorn/Carla Soffos</li><li>○ <u>Nonfiction Writing: Procedures and Reports</u> – Lucy Calkins</li><li>○ <u>Units of Study For Primary Writing: A Year Long Curriculum</u> – Lucy Calkins</li><li>○ <u>Nonfiction Mentor Texts</u> – Lynne Dorfman/Rose Cappelli</li><li>○ <u>About the Authors</u> – Katie Wood Ray/Lisa Cleaveland</li><li>○ <u>In Words and Pictures</u> – Katie Wood Ray</li><li>○ <u>Big Lessons from Small Writers</u> – Lucy Calkins</li><li>○ <u>A Quick Guide to Persuasive Writing</u> – Sarah Picard Taylor</li><li>○ <u>Nonfiction Matters</u> – Stephanie Harvey</li></ul></li></ul>
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