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Trimester 2

Unit: Informative/Explanatory	**Unit Length: 5 weeks**
Enduring Understanding(s): Writing informational text allows writers to become experts on a specific topic. Nonfiction writers write texts on topics that matter to them. Nonfiction writers study mentor authors to learn how to write well. Nonfiction writers use details, pictures, diagrams, and other graphics to enhance information. Explanatory texts are written to teach readers how to do some activity or understand some process about which the writer is an expert. Explanatory texts contain numbered steps with clear transition words like first, second, to begin with, next.	Essential Question(s):
Common Core Standards	**Common Core en español**
Writing Standards **Text Types and Purposes** 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. .***Production and Distribution of Writing*** 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Estándares de escritura y redacción ***Tipos de texto y sus propósitos*** 2. Usan una combinación de dibujo, dictado y escritura para redactar textos informativos y explicativos en los cuales dicen sobre qué están escribiendo y ofrecen algo de información acerca del tema. ***Producción y redacción*** 5. Con la orientación y el apoyo de adultos, responden a las preguntas y sugerencias de sus compañeros y añaden detalles para mejorar la escritura según sea necesario. 6. Con la orientación y el apoyo de adultos, exploran una variedad de herramientas digitales para producir y publicar escritos, inclusive en colaboración con sus compañeros.
Assessment	
Summative: Authentic student work (How to) published at the end of the unit scored with a Common Core Aligned Rubric.	Other Formative Assessments: -Anecdotal conferring notes of student's writing progress -Quick writes/Journal samples related to explanatory/informative writing

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Learning Plan

Mentor Texts for Nonfiction Writing /How To - K-2

The mentor text list below is not exhaustive; it's intended to serve as a list of recommendations of texts to be read aloud, used for craft study, or help students begin to create a expert list of topics they can write about. How-to texts include big book selections, recipes or craft books, with step-by-step directions.

English

Mentor Texts for Nonfiction Writing /How To - K-2

- Authentic student samples
- Wax to Crayons (Welcome Books: How Things Are Made) by Inez Snyder

Additional Titles by Inez Snyder in the series

Tomatoes to Ketchup Sap to Syrup Beans to Chocolate
Berries to Jelly Milk to Ice Cream

- How to Lose all your friends by Nancy Carlson
- *The Pumpkin Book* by Gail Gibbons (Most of the All About Books by Gail Gibbons contain a How- to Page)
- *How to Babysit a Grandpa* by Jean Reagan
- *Apples by* Gail Gibbons
- *How a House is Built* by Gail Gibbons
- *Honey Makers* by Gail Gibbons
- *From Seed to Plant* by Gail Gibbons ·
- *Corn Margaret Hall*

Culturally Relevant Texts

This genre provides an opportunity to select How-to books that draw on a variety of cultures within your classroom.

Baking Bread by Natalie Lunis

The Black Snowman by Phil Mendez

Abuelito Eats with His Fingers by Janice Levy

The Piñata Maker by George Ancona

Máscaras by Violaine Lamerand

The Tortilla Factory by Gary Paulsen

Español

Elena hace tortillas by Clare Bowes

El piñatero by George Ancona

Juguemos con papel by Ivan Bulloch

El juego de la lotería by Rene Colato Lainez

El maiz by Margaret Hall

Professional Resources

Professional Resources:

Nonfiction Writing: Procedures and Reports by Lucy Calkins and Laurie Pessah
Mentor Texts: Teaching Writing Through Children's Literature, K-6 by Lynne R. Dorfman and Rose Cappelli
Nonfiction Mentor Texts: Teaching Informational Writing Through Children's Literature by Lynne R. Dorfman and Rose Cappelli
Nonfiction Craft Lessons: Teaching Information Writing K-8 by Joann Portalupi and Ralph Fletcher
Nonfiction Matters: Reading, Writing, and Research in Grades 3-8 By: Stephanie Harvey

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Lesson Planning Resources available online:

K-6 Backwards Planning for Success with Writing and the Common Core Standards
http://www.knoxeducation.com/teaching-writing-common-core-standards

Portland Public Schools/K-5 Writing Units on Research, How To, and All About Books
http://www.pps.k12.or.us/departments/curriculum/2022.htm

Denver Public Schools – Language Literacy and Cultural Studies – See Grade 2/Unit 3
http://curriculum.dpsk12.org/lang_literacy_cultural/literacy/elem_lit/curric_instruc_assess/planning_guides/3/index.shtml

The Michigan Association of Intermediate School Administrators MAISA Writing Workshop Resources
K-2 How to Units available
http://gomaisa-public.rubiconatlas.org/Atlas/Public/View/Default

Jefferson County Public Schools/Literacy Resource Closet
Informative /Explanatory Units for K-2, 2-3, and 4-5
http://www.jefferson.kyschools.us/Departments/Gheens/LiteracyCloset/Writing%20Workshop%20Instructional%20Materials.html
http://www.jefferson.k12.ky.us/departments/gheens/Curriculum%20Maps/Curriculum_Map_Literacy.html

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Grade Level Standards

Common Core Standards	Common Core en español
Reading Standards 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Estándares de lectura 2. Con sugerencias y apoyo identifican el tema principal y recuentan los detalles clave de un texto. 3. Con sugerencias y apoyo describen la relación entre dos personas, acontecimientos, ideas, o elementos de información en un texto.
Speaking & Listening 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. a. Understand and follow one- and two-step oral directions.	Audición y expresión oral 2. Confirman la comprensión de un texto leído en voz alta o la información presentada oralmente o a través de otros medios de comunicación, al hacer y contestar preguntas sobre detalles clave y solicitar aclaraciones si algo no se entiende. a. Comprenden y siguen instrucciones orales de uno o dos pasos.
Language Standards **1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking**. a. Print many upper- and lowercase letters. f. Produce and expand complete sentences in shared language activities. **2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing** c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Estándares de lenguaje **1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y hablar.** a. Escriben con letra de molde, la mayoría de las letras mayúsculas y minúsculas. f. Producen y elaboran oraciones completas en actividades compartidas de lenguaje. **2. Demuestran dominio de las normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía al escribir.** c. Escriben una letra correspondiente para la mayoría de los sonidos consonánticos y vocálicos. d. Deletrean fonéticamente palabras sencillas, usando el conocimiento de la relación entre fonemas y grafemas.

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ELD Standards			
Part 1: Interacting in Meaningful Ways			
	Emerging	**Expanding**	**Bridging**
A. Collaborative	***2. Interacting via written English*** Collaborate with the teacher and peers on joint composing projects of short informational and literary texts that include minimal writing (labeling with a few words), using technology where appropriate for publishing, graphics, etc.	***2. Interacting via written English*** Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include some writing (e.g., short sentences), using technology where appropriate for publishing, graphics, etc.	***2. Interacting via written English*** Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include a greater amount of writing (e.g., a very short story), using technology where appropriate for publishing, graphics, etc.
B. Interpretive	***6. Reading/viewing closely*** Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.	***6. Reading/viewing closely*** Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.	***6. Reading/viewing closely*** Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., major events, characters, setting) using key details based on understanding of a variety of grade level texts and viewing of multimedia with light support.
C. Productive	***10. Composing/Writing*** Draw, dictate, and write to compose very short literary texts (e.g., story) and informational texts (e.g., a description of a dog), using familiar vocabulary collaboratively in shared language activities with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	***10. Composing/Writing*** Draw, dictate, and write to compose short literary texts (e.g., story) and informational texts (e.g., a description of dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	***10. Composing/Writing*** Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently using appropriate text organization.
Part 2: Learning About How English Works			
A. Structuring	***1. Understanding text structure*** Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	***1. Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.	***1. Understanding text structure*** Apply understanding of how different text types are organized predictably (e.g., a narrative text versus an informative text versus an opinion text) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.
B. Expanding	***3. Using verbs and verb phrases*** a) Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence. b) Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and with increasing independence.	***3. Using verbs and verb phrases*** a) Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently. b) Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and independently.	***3. Using verbs and verb phrases*** a) Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently. b) Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.
C. Connecting	***6. Connecting ideas*** Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using *and, but, so*) in shared language activities guided by the teacher and sometimes independently.	***6. Connecting ideas*** Combine clauses in an increasing variety of ways to make connections between and join ideas, for example, to express cause/effect (e.g., *She jumped because the dog barked.*) in shared language activities guided by the teacher and with increasing independence.	***6. Connecting ideas*** Combine clauses in a wide variety of ways (e.g., rearranging complete simple sentences to form compound sentences) to make connections between and join ideas (e.g., *The boy was hungry. The boy ate a sandwich. -> The boy was hungry so he ate a sandwich.*) in shared language activities guided by the teacher and independently.

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Student Work Sample

Appendix C - Informative/Explanatory