Grade Level: 1 Subject: Writing

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 develop 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.	Essential Question(s):
Common Core Standards	**Common Core en español**
Writing Standards **Text Types and Purposes** 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. ***Production and Distribution of Writing*** 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **Research to Build and Present Knowledge** 7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	Estándares de escritura y redacción ***Tipos de texto y sus propósitos*** 2. Escriben textos informativos y explicativos en los cuales identifican un tema, ofrecen algunos datos sobre dicho tema y proveen cierto sentido de conclusión. ***Producción y redacción*** 5. Con la orientación y el apoyo de adultos se enfocan en un tema, responden a las preguntas y sugerencias de sus compañeros y añaden detalles para mejorar el escrito según sea necesario. 6. Con la orientación y el apoyo de adultos, usan una variedad de herramientas digitales para producir y publicar escritos, incluso en colaboración con sus compañeros. 7. Participan en proyectos compartidos de investigación y escritura (por ejemplo: exploran una serie de libros un sobre "cómo funciona" o "cómo se hace algo", sobre un tema determinado y los usan para escribir una secuencia de instrucciones).
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

Grade Level: 1 Subject: Writing
Trimester 2

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 an 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

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

Máscaras by Violaine Lamerand

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

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

Grade Level: 1 Subject: Writing
Trimester 2

Grade Level Standards

Common Core Standards	Common Core en español
Reading Standards 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Estándares de lectura 2. Identifican el tema principal y recuentan los detalles clave de un texto. 3. Describen la relación entre dos personas, acontecimientos, ideas, o elementos de información en un texto.
Speaking & Listening 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. a. Give, restate, and follow simple two-step directions.	Audición y expresión oral 2. Hacen y contestan preguntas sobre los detalles clave en un texto leído en voz alta, o información presentada oralmente o a través de otro medio de comunicación. a. Dan, repiten y siguen instrucciones simples de dos pasos.
Language Standards **1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking**. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*). e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).	Estándares de lenguaje **1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y hablar.** c. Usan el sustantivo en su forma singular o plural empleando la concordancia correcta entre sustantivo y verbo en oraciones básicas (ejemplo: el niño brinca; Los niños brincan). e. Usan verbos regulares para comunicar la noción del tiempo pasado, presente y futuro (ejemplo: Ayer caminé a casa; Hoy camino a casa; Mañana caminaré a casa).

Grade Level: 1 Subject: Writing

Trimester 2

ELD Standards			
Part 1: Interacting in Meaningful Ways			
	Emerging	Expanding	Bridging
A. Collaborative	***2. Interacting via written English*** Collaborate with teacher and peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.	***2. Interacting via written English*** Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	***2. Interacting via written English*** Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.
B. Interpretive	***6. Reading/viewing closely*** Describe ideas, phenomena (e.g., plant life cycle), 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 earthworms eat), and text elements (e.g., setting, main idea) 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., erosion), and text elements (e.g., central message, character traits) 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*** Write very short literary texts (e.g., story) and informational texts (e.g., a description of an insect) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	***10. Composing/Writing*** Write short literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of an insect) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	***10. Composing/Writing*** Write longer literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of insects) collaboratively with an adult (e.g., joint construction), with peers, and independently.
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 texts and composing basic texts with substantial support (e.g., using drawings, through joint construction with a peer or teacher) to comprehending texts and writing 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 writing texts in shared language activities guided by the teacher and with increasing independence.	***1. Understanding text structure*** Apply understanding of how different text types are organized predictably to express ideas (e.g., how a story is organized versus an informative/ explanatory text versus an opinion text) to comprehending texts and writing texts in shared language activities guided by the teacher 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 sometimes independently. 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 sometimes independently.	***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 with increasing independence. 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 with increasing independence.	***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.

Grade Level: 1 Subject: Writing

Trimester 2

C. Connecting	***6. Connecting ideas*** Combine clauses in a few basic ways to make connections between and to 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 to 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-to-form compound sentences) to make connections between and to 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.

Grade Level: 1 Subject: Writing

Trimester 2

Student Work Sample

Appendix C - Informative/Explanatory