Grade Level: 2 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 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.	Essential Question(s):

Common Core Standards	**Common Core en español**
Writing Standards **Text Types and Purposes** 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. ***Production and Distribution of Writing*** 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 14.) 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	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*** 4. Con la orientación y el apoyo de adultos, hacen escritos en los cuales el desarrollo y organización son adecuados a la tarea y el propósito. (Las expectativas específicas del nivel de grado para los tipos de escritura, se definen en los estándares 1-3 antes mencionados.) 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:	Other Formative Assessments:
Authentic student work (How to) published at the end of the unit scored with a Common Core Aligned Rubric.	-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 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

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

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. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Estándares de lectura 2. Identifican el tema principal de un texto de varios párrafos, así como el enfoque de párrafos específicos en el texto. 3. Describen la relación entre una serie de acontecimientos históricos, ideas o conceptos científicos, o pasos en los procedimientos técnicos en un texto.
Speaking & Listening 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. a. Give and follow three-and four-step oral directions.	Audición y expresión oral 2. Recuentan o describen las ideas clave o los detalles de un texto leído en voz alta, o de información presentada oralmente o a través de otro medio de comunicación. a. Dan y siguen instrucciones orales de tres y cuatro pasos.
Language Standards **1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking**. c. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). g. Produce, expand and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie, The action movie was watched by the little boy).	Estándares de lenguaje **1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y hablar.** c. Usan la contracción del y al correctamente y reconocen la prepocisión “de” para señalar la posesión. g. Producen, elaboran y reorganizan oraciones completas, simples y compuestas (ejemplo: El niño vió la película; El niño pequeño vió la película; La película que vió el niño pequeño fue interesante.).

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ELD Standards			
Part 1: Interacting in Meaningful Ways			
	Emerging	Expanding	Bridging
A. Collaborative	***2. Interacting via written English*** Collaborate with 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 a variety 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., main idea, characters, events) 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, events) 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 a volcano) 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 explanatory text explaining how a volcano erupts) 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 explanatory text explaining how a volcano erupts) 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 different text types are organized to express ideas (e.g., how a story is organized sequentially) 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 information report is organized by topic and details) to comprehending texts and composing texts with increasing independence.	***1. Understanding text structure*** Apply understanding of how different text types are organized predictably to express ideas (e.g., a narrative versus an informative/explanatory text versus an opinion text) to comprehending and writing texts independently.
B. Expanding	***3. Using verbs and verb phrases*** a) Use frequently used verbs (e.g., walk, 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 verb types (e.g., doing, saying, being/having, thinking/feeling) 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) with increasing independence.	***3. Using verbs and verb phrases*** a) Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) 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) independently.
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) 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.) independently.