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Unit: Informative/explanatory **Unit Length: 5 weeks**

Enduring Understanding(s):	Essential Question(s):
Explanatory texts are written to teach readers how to do some activity or understand some process about which the writer is an expert. Nonfiction writers study mentor authors to learn how to write well. Nonfiction writers write texts on topics that matter to them. Nonfiction writers use details, pictures, diagrams, and other graphics to enhance information. Explanatory texts may be written sequentially and often contain photographs, pictures, and diagrams.	

Common Core Standards	**Common Core en español**
Writing Standards **Text Types and Purposes** 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. d. 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. 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 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. **Research to Build and Present Knowledge** 7. Conduct short research projects that build knowledge about a topic. 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **Range of Writing** 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and	Estándares de escritura y redacción ***Tipos de texto y sus propósitos*** 2. Escriben textos informativos y explicativos para examinar un tema y transmitir ideas e información con claridad. a. Presentan un tema y agrupan la información relacionada con el mismo, incluyen ilustraciones cuando son útiles para ayudar a la comprensión. b. Desarrollan el tema con hechos, definiciones y detalles. c. Usan palabras y frases de enlace (ejemplo: también, otro, y, más, pero) para conectar ideas dentro de las categorías de información. d. Ofrecen una declaración o sección final. ***Producción y redacción*** 4. Con la orientación y el apoyo de adultos, producen redacciones en las cuales el desarrollo y la organización son adecuadas a la tarea y el propósito. 5. Con la orientación y el apoyo de compañeros y adultos, desarrollan y mejoran la escritura según sea necesario mediante la planeación, revisión y corrección. 6. Con la orientación y el apoyo de adultos, usan la tecnología para hacer y publicar escritos (utilizan sus habilidades con el teclado), así como para interactuar y colaborar con los demás. **Investigación para la formación y presentación de conocimientos** 7. Llevan a cabo proyectos cortos de investigación que amplían sus conocimientos sobre un tema. 8. Recuerdan información de experiencias o recopilan información de materiales impresos y fuentes digitales; toman breves notas sobre las fuentes de información y ordenan la evidencia en las categorías establecidas. **Rango de escritura y redacción** 10. Escriben habitualmente durante periodos prolongados (tiempo para investigación, reflexión y revisión) y periodos cortos (una sola sesión o uno o dos días), para un rango de tareas específicas a una disciplina, propósito y audiencia.

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 Feature/Informational Articles 3-6

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 identify the elements of a feature article so they can learn how to write well under the influence of their mentor authors.

English

Information Articles from the following magazines and link below could serve as mentor texts for this unit.

"Ranger Rick "
"National Geographic for Kids"
"Kids Discovery Magazine"
"Time for Kids "

Web articles from

www.timeforkids.com,
www.ajkids.com/news.asp,
www.pbs.org/newshour/extra,
http://news.nationalgeographic.com/kids
http://teacher.scholastic.com/scholasticnews/

Exemplars of feature articles

"Lizards Invade Florida "
"Endangered Species"
"Hard at Work"
"Counting on Dolphins"
"Too Much Homework!"
"The Truth about Video Games"
"Parent Problems"

Español

Information Articles from the following magazines and link below could serve as mentor texts for this unit.

Ranger Rick "
"National Geographic for Kids"
"Kids Discovery Magazine"
"Time for Kids "

Web articles from

www.timeforkids.com,
www.ajkids.com/news.asp,
www.pbs.org/newshour/extra,
http://news.nationalgeographic.com/kids
http://teacher.scholastic.com/scholasticnews/

Exemplars of feature articles

" Invasión de lagartos en Florida"
« Animales en peligro de extinción"
"Duros para trabajar"
"Contamos con los delfines "
"¡Demasiada tarea!"
"La verdad acerca de los juegos de video"
"Problemas con los padre"

Invasión de lagartos en Florida by : *Gail Hennessey*
Animales en peligro de extinción
El Nuevo Libro de los Conocimien **February 28, 2001**

Soldados niños puestos en libertad Un ejército africano rebelde ha liberado a más de 2,600 niños en Sudán

Los niños califican la comida de la cafetería *By: Ezra Billinkoff*

Duros para trabajar
En Ecuador, muchos niños van a trabajar en vez de ir a la escuela WORLD REPORT EDITION anuary 24, 2003 Vol.8 No.14

Los iraquíes votan por un nuevo gobierno *By : Steven Ehrenberg*

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:

Feature Article Unit Grades 3-6
http://enlearn.eastnoble.net/mhoffar1/Writing%20Workshop%20Focus%20Lessons/Feature%20Article%20(informational)%20Writing%20(grades%203-6)/Feature%20Article%20Study-%20All%20Lessons.pdf

Feature Article – Grade 4 – Denver Public Schools Language, Literacy, and Cultural Studies
http://curriculum.dpsk12.org/lang_literacy_cultural/literacy/elem_lit/curric_instruc_assess/planning_guides/4/4_2_NF_reading_and_info_writing_writing_lessons.pdf

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

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

K-5 Writers Workshop Lesson on Nonfiction Writing
http://www.humbleisd.net/Page/28851

4-6 Writers Workshop Lessons on Nonfiction Writing
http://www.oakridgeschools.org/Page/1590

Colorado Springs K-5 Nonfiction Writing Resources
http://www.d11.org/Instruction/Literacy.LanguageArts/Pages/k-5-Writing-Resources.aspx

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Grade Level Standards

Common Core Standards	Common Core en español
Reading Standards 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Estándares de lectura 2. Determinan la idea principal de un texto, recuentan los detalles clave y explican la forma en que apoyan a la idea principal. 3. Describen la relación entre una serie de acontecimientos históricos, ideas o conceptos científicos, o pasos en los procedimientos técnicos en un texto, usando un lenguaje que se refiere al tiempo, secuencia y causa/efecto.
Speaking & Listening 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Audición y expresión oral 2. Determinan las ideas principales y detalles de apoyo de un texto leído en voz alta, o información presentada en diversos medios de comunicación y formatos visuales, cuantitativos y orales.
Language Standards **1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** g. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. h. Ensure subject-verb and pronoun-antecedent agreement.* j. Use coordinating and subordinating conjunctions	Estándares de lenguaje **1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y hablar.** g. Forman y usan los tiempos simples de los verbos (ejemplo: Yo caminé; Yo camino; Yo caminaré) y reconocen el uso de verbos en el modo subjuntivo (mandatos, expresión de posibilidad). h. Aseguran la concordancia entre sujeto-verbo y pronombre-antecedente.* Reconocen el uso de formas verbales formales e informales (tú-usted, ustedes). j. Usan las conjunciones coordinadas y subordinadas.

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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., insect metamorphosis), and text elements (e.g., main idea, characters, setting) 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 cows digest food), and text elements (e.g., main idea, characters, 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., volcanic eruptions), and text elements (e.g., central message, character traits, major events) 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*** a) Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently. b) Paraphrase texts and recount experiences using key words from notes or graphic organizers.	***10. Composing/Writing*** a) Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization. b) Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers.	***10. Composing/Writing*** a) Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register. b) Paraphrase texts and recount experiences using increasingly detailed complete sentences and key words from notes or graphic organizers.
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 texts and writing basic texts.	***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) to comprehending texts and writing texts with increasing cohesion.	***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 opinion/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts.
B. Expanding	***3. Using verbs and verb phrases*** Use frequently used verbs, different verb types (e.g., doing, saying, being/having, thinking/feeling), and verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience).	***3. Using verbs and verb phrases*** Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for retelling, simple present for a science description).	***3. Using verbs and verb phrases*** Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict).

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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).	***6. Connecting ideas*** Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., *The deer ran because the mountain lion came.*) or to make a concession (e.g., *She studied all night even though she wasn't feeling well.*).	***6. Connecting ideas*** Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., *The deer ran because the mountain lion approached them.*), to make a concession (e.g., *She studied all night even though she wasn't feeling well.*), or to link two ideas that happen at the same time (e.g., *The cubs played while their mother hunted.*).

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Student Work Sample
Appendix C- Informative/Explanatory