Common Core Unit Map

Grade Level: K | Subject: Writing

Trimester 3

Unit: Informative/Explanatory - All About Books	**Unit Length: 5 weeks**
Enduring Understanding(s): Writers write about topics they consider themselves to be an expert on and 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. Writers use the writing process to plan, draft, revise, and edit their all about books.	Essential Question(s):
Common Core Standards	**Common Core en español**
<u>Writing Standards</u> **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.	<u>Estándares de escritura y redacción</u> ***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 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 /ALL About Books 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 to help students begin to create an expert list of topics they can write about.

English

Oil Spill! By Melvin Berger
Buzz!: A Book About Insects by Melvin Berger
Trucks by Anne Rockwell
Poppleton by Cynthia Rylant
POP! A Book About Bubbles by Kimberly Brubaker Bradley
Chameleon, Chameleon by Joy Cowley
What do Wheels do all day? by April Jones Prince
Everybody Works by Shelley Rotner
Let's Look at the Brown Bears by Ruth Berman
Move! by Steve Jenkins
What Do You Do With a Tail Like This? by Steve Jenkins
Let's Climb by Dorothy Russell
I Love Bugs! by Philemon Sturges
What Is Science? by Rebecca Kai Dotlich
Animals in the Woods by Jonas Lisson
In My Yard by Florence Lee
What Makes a Family? by Pam Munoz Ryan
Feathers for Lunch by Lois Ehlert
A Day With a Doctor by Jan Kottke
The Pumpkin Book by Gail Gibbons
Trees and Leaves by Jane Manners
Guide to Growing by Sue Graves
What Is It? by Leslie Kimmelman
The Honey Maker by Gail Gibbons
Sea Turtles by Gail Gibbons
Chirping Crickets by Melvin Berger

In a Nutshell by Joseph Anthony

Look Out for Turtles! by Melvin Berger

Surprising Sharks by Nicola Davies

Tell Me, Tree: All About Trees by Gail Gibbons

Under One Rock by Anthony Frederick

Platypus by Joan Short

Buzz!: A Book About Insects by Melvin Berger

Apples by Gail Gibbons

Dogs by Gail Gibbons

The Reasons for Seasons by Gail Gibbons

All About Owls by Jill Arnosky

Español

El libro de las nubes by Tomie De Paola

Así nace un árbol by Claire Llewellyn

La oruga muy hambrienta by Eric Carle

El maíz by Margaret Hall

Quiero ser médico by Dan Liebman
Arboles y hojas by Jane Manners

Guía del crecimiento by Sue Graves

¿Qué es esto? by Leslie Kimmelman

La ardilla by Lola M. Schaefer

Por avión by Susan Ashley

Un bebe caído del cielo by Colette Hellings

Los perros by Jennifer Blizin Gillis

La arena by Margaret Clyne and Rachel Griffiths

Animales de circo by Denise Jordan

La vida secreta de las serpientes by Lynn M. Stone

Guía del crecimiento by Sue Graves

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Where Butterflies by Joanne Grow Ryder *Are You a Snail?* by Judy Allen *Bat Loves the Night* by Nicola Davies *Bats! Strange and Wonderful* by Laurence Pringle *The Beetle Alphabet Book* by Jerry Pallotta *Dinosaur* by Sarah Walker *Big Blue Whale* by Nicola Davies	

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:

Link to The Michigan Association of Intermediate School Administrators (MAISA) writing units for K-6.
http://gomaisa-public.rubiconatlas.org/Atlas/Public/View/Default

Information Writing – Personal Expertise
http://gomaisa-public.rubiconatlas.org/Atlas/Browse/UnitMap/View/Default?strkeys=all+about+books&UnitID=17824&YearID=2014&CurriculumMapID=889&

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

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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 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation.	Estándares de lenguaje **2. Demuestran dominio de las normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía al escribir.** a. Emplean la mayúscula en la primera letra de una palabra al inicio de una oración. b. Reconocen y nombran la puntuación final.

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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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