Grade Level: 1 Subject: Writing
Trimester 3

Unit: Informative/Explanatory - All About Books	**Unit Length: 5 weeks**
Enduring Understanding(s): Nonfiction writers develop texts on topics that matter to them and that they consider themselves to be an expert on. Nonfiction writers study mentor authors to learn how to write well. Writers use the writing process to plan, draft, revise, and edit their all about books. Nonfiction writers use details, pictures, diagrams, and other graphics to enhance information.	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 published at the end of the unit scored with a Common Core Aligned Rubric.	Other Formative Assessments: -Anecdotal conferring notes of student writing progress. -Quick writes/Journal samples related to explanatory/informative writing

Grade Level: 1 Subject: Writing
Trimester 3

Learning Plan

Mentor Texts for Nonfiction Writing /All About Books

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

Where Butterflies by Joanne Grow Ryder

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

Grade Level: 1 Subject: Writing

Trimester 3

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	

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/Search/View/Default
Writing about Personal Expertise
http://gomaisa-public.rubiconatlas.org/Atlas/Browse/UnitMap/View/Default?strkeys=books+on+personal+expertise&UnitID=17829&YearID=2014&CurriculumMapID=890&

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

Grade Level: 1 Subject: Writing
Trimester 3

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**. f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Estándares de lenguaje **1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y hablar.** f. Usan adjetivos que se utilizan con frecuencia notando concordancia de género y número con el sustantivo. g. Usan conjunciones que se utilizan con frecuencia (ejemplo: y, pero, o, así que, porque). i. Usan las preposiciones que se utilizan con frecuencia (ejemplo: durante, desde, hasta, hacia). j. Producen y elaboran oraciones declarativas, interrogativas, imperativas y exclamativas, simples y compuestas al responder a sugerencias o pautas.

Common Core Unit Map

Grade Level: 1 Subject: Writing

Trimester 3

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 3

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 3