Grade Level: 2 Subject: Writing

Trimester 3

Unit: Informative/Explanatory All About Books	**Unit Length: 5 weeks**
Enduring Understanding(s): Nonfiction writers get ideas from their lives, their passions, and topics they have expertise in. Nonfiction writers study mentor authors to learn how to write well. Writers use the writing process to plan, draft, revise, and edit 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 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: 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

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Learning Plan

Mentor Texts for Nonfiction Writing /All About 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

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

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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

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
Informational Writing Personal Expertise –Grade 2

http://gomaisa-public.rubiconatlas.org/Atlas/Browse/UnitMap/View/Default?strkeys=books+on+personal+expertise&UnitID=17837&YearID=2014&CurriculumMapID=891&

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

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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**. d. Use reflexive pronouns (e.g., myself, ourselves). 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage-> badge; boy-> boil).	Estándares de lenguaje **1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y hablar.** d. Usan los pronombres reflexivos (ejemplo: Me lavo las manos. Nos cansamos mucho. Se sienten contentos hoy). 2. Demuestran dominio de las normativas del español en el uso de las letras mayúsculas, signos de puntuación y ortografía al escribir. c. Usan la contracción del y al correctamente y reconocen la prepocisión “de” para señalar la posesión. d. Generalizan los patrones ortográficos al escribir y forman y usan sustantivos que en plural causan cambios ortograficos (maiz, maices; carácter, caracteres).

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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.