<table>
<thead>
<tr>
<th>Enduring Understanding(s):</th>
<th>Essential Question(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing informational text allows writers to become experts on a specific topic.</td>
<td></td>
</tr>
<tr>
<td>Nonfiction writers write texts on topics that matter to them.</td>
<td></td>
</tr>
<tr>
<td>Nonfiction writers study mentor authors to learn how to write well.</td>
<td></td>
</tr>
<tr>
<td>Nonfiction writers use details, pictures, diagrams, and other graphics to enhance information.</td>
<td></td>
</tr>
<tr>
<td>Explanatory texts are written to teach readers how to do some activity or understand some process about which the writer is an expert.</td>
<td></td>
</tr>
<tr>
<td>Explanatory texts contain numbered steps with clear transition words like first, second, to begin with, next.</td>
<td></td>
</tr>
</tbody>
</table>

### Common Core Standards

#### 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.

### Common Core en español

#### 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 (How to) 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
**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 a 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
- *Juguetes con papel* by Ivan Bulloch
- *El juego de la lotería* by Rene Colato Lainez
- *El maiz* by Margaret Hall

### 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 Informational 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:

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

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
## Grade Level Standards

<table>
<thead>
<tr>
<th>Common Core Standards</th>
<th>Common Core en español</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Standards</strong></td>
<td><strong>Estándares de lectura</strong></td>
</tr>
<tr>
<td>2. With prompting and support, identify the main topic and retell key details of a text.</td>
<td>2. Con sugerencias y apoyo identifican el tema principal y recuentan los detalles clave de un texto.</td>
</tr>
<tr>
<td>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</td>
<td>3. Con sugerencias y apoyo describen la relación entre dos personas, acontecimientos, ideas, o elementos de información en un texto.</td>
</tr>
<tr>
<td><strong>Speaking &amp; Listening</strong></td>
<td><strong>Audición y expresión oral</strong></td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Language Standards</strong></td>
<td><strong>Estándares de lenguaje</strong></td>
</tr>
<tr>
<td>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y hablar.</td>
</tr>
<tr>
<td>a. Print many upper- and lowercase letters.</td>
<td>a. Escriben con letra de molde, la mayoría de las letras mayúsculas y minúsculas.</td>
</tr>
<tr>
<td>f. Produce and expand complete sentences in shared language activities.</td>
<td>f. Producen y elaboran oraciones completas en actividades compartidas de lenguaje.</td>
</tr>
<tr>
<td>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</td>
<td>2. Demuestran dominio de las normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía al escribir.</td>
</tr>
<tr>
<td>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</td>
<td>c. Escriben una letra correspondiente para la mayoría de los sonidos consonánticos y vocálicos.</td>
</tr>
<tr>
<td>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</td>
<td>d. Deletrean fonéticamente palabras sencillas, usando el conocimiento de la relación entre fonemas y grafemas.</td>
</tr>
</tbody>
</table>
### Part 1: Interacting in Meaningful Ways

**ELD Standards**

<table>
<thead>
<tr>
<th>ELD Standards</th>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Collaborative</strong></td>
<td><strong>2. Interacting via written English</strong> 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.</td>
<td><strong>2. Interacting via written English</strong> 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.</td>
<td><strong>2. Interacting via written English</strong> 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.</td>
</tr>
<tr>
<td><strong>B. Interpretive</strong></td>
<td><strong>6. Reading/viewing closely</strong> 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.</td>
<td><strong>6. Reading/viewing closely</strong> 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.</td>
<td><strong>6. Reading/viewing closely</strong> 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.</td>
</tr>
<tr>
<td><strong>C. Productive</strong></td>
<td><strong>10. Composing/Writing</strong> 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.</td>
<td><strong>10. Composing/Writing</strong> 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.</td>
<td><strong>10. Composing/Writing</strong> 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.</td>
</tr>
</tbody>
</table>

### Part 2: Learning About How English Works

<table>
<thead>
<tr>
<th>ELD Standards</th>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Structuring</strong></td>
<td><strong>1. Understanding text structure</strong> 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.</td>
<td><strong>1. Understanding text structure</strong> 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.</td>
<td><strong>1. Understanding text structure</strong> 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.</td>
</tr>
<tr>
<td><strong>B. Expanding</strong></td>
<td><strong>3. Using verbs and verb phrases</strong> 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.</td>
<td><strong>3. Using verbs and verb phrases</strong> 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.</td>
<td><strong>3. Using verbs and verb phrases</strong> 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.</td>
</tr>
<tr>
<td><strong>C. Connecting</strong></td>
<td><strong>6. Connecting ideas</strong> 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.</td>
<td><strong>6. Connecting ideas</strong> Combine clauses in an increasingly 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.</td>
<td><strong>6. Connecting ideas</strong> 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. -&gt; The boy was hungry so he ate a sandwich.) in shared language activities guided by the teacher and independently.</td>
</tr>
</tbody>
</table>

Revised June 2013
Student Work Sample

Appendix C - Informative/Explanatory