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

<table>
<thead>
<tr>
<th>Common Core Standards</th>
<th>Common Core en español</th>
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<tbody>
<tr>
<td><strong>Enduring Understanding(s):</strong></td>
<td><strong>Essential Question(s):</strong></td>
</tr>
<tr>
<td>Writing informational text allows writers to become experts on a specific topic.</td>
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<tr>
<td>Nonfiction writers develop texts on topics that matter to them.</td>
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<tr>
<td>Nonfiction writers study mentor authors to learn how to write well.</td>
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<tr>
<td>Nonfiction writers use details, pictures, diagrams, and other graphics to enhance information.</td>
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</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>
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</tbody>
</table>

**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).

**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 an 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

**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 by 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
- The Tortilla Factory by Gary Paulsen

### Español

- Elena hace tortillas by Clare Bowes
- El piñatero by George Ancona
- Juguemos con papel by Ivan Bulloch
- El juego de la lotería by Rene Colato Lainez
- El maiz by Margaret Hall
- Máscaras by Violaine Lamerand

### 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 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

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<tr>
<th>Common Core Standards</th>
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<tbody>
<tr>
<td><strong>Reading Standards</strong></td>
<td><strong>Estándares de lectura</strong></td>
</tr>
<tr>
<td>2. Identify the main topic and retell key details of a text.</td>
<td>2. Identifican el tema principal y recueantan los detalles clave de un texto.</td>
</tr>
<tr>
<td>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</td>
<td>3. 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. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</td>
<td>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.</td>
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<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>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</td>
<td>c. Usan el sustantivo en su forma singular o plural empleando la concordancia correcta entre sustantivo y verbo en oraciones básicas (ejemplo: el niño brinca; Los niños brincan).</td>
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<tr>
<td>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</td>
<td>e. Usan verbos regulares para comunicar la noción del tiempo pasado, presente y futuro (ejemplo: Ayer caminé a casa; Hoy camino a casa; Mañana caminaré a casa).</td>
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### Part 1: Interacting in Meaningful Ways
#### Emerging
- **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.

#### Expanding
- **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.

#### Bridging
- **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.

- **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.

#### Productive
- **10. Composing/Writing**
  Write very short literary 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
#### Structuring
- **1. Understanding text structure**
  Apply understanding of how different 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 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.

#### 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.
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<td></td>
<td>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.</td>
<td>Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., <em>She jumped because the dog barked</em>), in shared language activities guided by the teacher and with increasing independence.</td>
<td>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., <em>The boy was hungry. The boy ate a sandwich. -&gt; The boy was hungry so he ate a sandwich</em>) in shared language activities guided by the teacher and independently.</td>
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Student Work Sample

Appendix C - Informative/Explanatory