**Unit: Informative/Explanatory All About Books**

**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**

**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.

**Common Core en español**

**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.
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
- *Poppetton* 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
# Common Core Unit Map

**Grade Level:** 2  
**Subject:** Writing  
**Trimester 3**

<table>
<thead>
<tr>
<th>Books</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Are You a Snail?</em> by Judy Allen</td>
</tr>
<tr>
<td><em>Bat Loves the Night</em> by Nicola Davies</td>
</tr>
<tr>
<td><em>Bats! Strange and Wonderful</em> by Laurence Pringle</td>
</tr>
<tr>
<td><em>The Beetle Alphabet Book</em> by Jerry Pallotta</td>
</tr>
<tr>
<td><em>Dinosaur</em> by Sarah Walker</td>
</tr>
<tr>
<td><em>Big Blue Whale</em> by Nicola Davies</td>
</tr>
</tbody>
</table>

## 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:
- Informational Writing Personal Expertise –Grade 2  
- K-6 Backwards Planning for Success with Writing and the 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](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.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. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</td>
<td>2. Identifican el tema principal de un texto de varios párrafos, así como el enfoque de párrafos específicos en el texto.</td>
</tr>
<tr>
<td>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</td>
<td>3. Describen la relación entre una serie de acontecimientos históricos, ideas o conceptos científicos, o pasos en los procedimientos técnicos 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. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</td>
<td>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.</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>d. Use reflexive pronouns (e.g., myself, ourselves).</td>
<td>d. Usan los pronombres reflexivos (ejemplo: Me lavo las manos. Nos cansamos mucho. Se sienten contentos hoy).</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 en el uso de las letras mayúsculas, signos de puntuación y ortografía al escribir.</td>
</tr>
<tr>
<td>c. Use an apostrophe to form contractions and frequently occurring possessives.</td>
<td>c. Usan la contracción del “y” al correctamente y reconocen la prepocisión “de” para señalar la posesión.</td>
</tr>
<tr>
<td>d. Generalize learned spelling patterns when writing words (e.g., cage-&gt; badge; boy-&gt; boil).</td>
<td>d. Generalizan los patrones ortográficos al escribir y forman y usan sustantivos que en plural causan cambios ortográficos (maiz, maices; carácter, caracteres).</td>
</tr>
</tbody>
</table>
# Common Core Unit Map

**Grade Level:** 2  
**Trimester:** 3  
**Subject:** Writing

## ELD Standards

### Part 1: Interacting in Meaningful Ways

<table>
<thead>
<tr>
<th>A. Collaborative</th>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2. Interacting via written English</strong></td>
<td>Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.</td>
<td>Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.</td>
<td>Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.</td>
</tr>
<tr>
<td><strong>6. Reading/viewing closely</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>10. Composing/Writing</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Part 2: Learning About How English Works

<table>
<thead>
<tr>
<th>A. Structuring</th>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Understanding text structure</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
| **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. | 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, simple future to predict) independently. | 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. |
| **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. | 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. | 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. |

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The boy was hungry so he ate a sandwich.