

Unit #4A: Exploring Informational Text**Unit Focus**

Following the balanced literacy model of instruction defined in the PWCS Instructional Framework, students will continue to analyze and think deeply as a reader through an investigation of informational text. Students will understand that nonfiction texts provide information or explain a process. The role of text features in connection to understanding what is read will be explored, including: previewing, setting a purpose for reading, predicting, and locating information. They will also understand that comprehension requires analysis of information presented to identify the main idea and supporting details from the text and begin to draw conclusions. Teachers will guide students in selecting texts on topics of interest, specific tools the author provides to support the reader in comprehending information, and using prior knowledge as a context for new learning. Emphasis should be given to the skills and strategies that unlock some of the challenges expository text can pose. This study will build strategies for reading and provides a foundation for informational writing. Functional text is an element of informational text which should be explored. Building on the previous unit of study, literary discussions continue, allowing students to share theories and understandings. Continued structures, tools and routines of the workshop, such as independent reading, writing in response to reading in the reader's notebook, vocabulary development, poetry notebook, book clubs, and conferring, will be critical to the success of readers.

Metacognitive Strategies: Teaching of all metacognitive strategies occurs across the year. However, instruction in this unit provides an emphasis on: Ask and Answer Questions, Determine Importance, and Summarize/Synthesize.

Suggested Duration: 6 to 8 Weeks

Stage 1 - Desired Outcomes**Established Goals****Virginia Standards of Learning***Communication and Multimodal Literacies***3.1 The student will use effective communication skills in a variety of settings.**

- c) Ask and respond to questions from teachers and other group members.
- d) Orally summarize information expressing ideas clearly.
- e) Use language appropriate for context and audience.
- f) Increase listening and speaking vocabularies.
- g) Participate in collaborative discussions.
- h) Work respectfully with others in pairs, diverse groups, and whole class settings.

*Reading***3.3 The student will apply word-analysis skills when reading.**

- a) Use knowledge of regular and irregular vowel patterns.
- b) Decode regular multisyllabic words.

3.4 The student will expand vocabulary when reading.

- b) Use knowledge of roots, affixes, synonyms, antonyms to determine the meaning of new words.
- c) Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words.
- d) Use context to clarify meaning of unfamiliar words.
- f) Use vocabulary from other content areas.
- g) Use word reference resources including the glossary, dictionary, and thesaurus.

3.6 The student will read and demonstrate comprehension of nonfiction text.

- a) Identify the author's purpose.
- b) Use prior and background knowledge as context for new learning.
- c) Preview and use text features, including table of contents, headings, pictures, captions, maps, indices, and charts.
- d) Ask and answer questions about what is read, using the text for support.
- e) Draw conclusions, using the text for support.
- f) Summarize information found in nonfiction texts.
- g) Identify the main idea.
- h) Identify supporting details.
- i) Use reading strategies to monitor comprehension throughout the reading process.
- j) Read with fluency, accuracy, and meaningful expression.

WIDA English Language Development Standard

English Learners communicate for social and instructional purposes within the school setting

English Learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Enduring Understandings	Essential Questions
<p><i>Students will understand that:</i></p> <p>U1 Readers read a variety of texts independently for a sustained period of time to develop stamina and better comprehension.</p> <p>U2 Readers discuss and share thoughts on text with others to further understanding.</p> <p>U3 Readers use a reader’s notebook as a device to help when responding to and about text.</p> <p>U4 Readers use sentences, paragraphs, and reading selections to help them determine the meaning of unfamiliar and unknown words.</p> <p>U5 Readers ask questions before, during, and after reading to help them understand the text.</p> <p>U6 Readers put together all information from text(s) to form new ideas or perspectives.</p> <p>U7 Readers identify and evaluate important information in the text.</p> <p>U8 Readers determine main idea of a paragraph/text and summarize supporting details.</p> <p>U9 Word-analysis skills such as vowel patterns and changes in tense help to decode words.</p> <p>U10 Roots, affixes, synonyms, and antonyms are used to determine the meaning of unfamiliar words.</p> <p>U11 Word reference resources can help the reader learn word meanings.</p> <p>U12 Identifying and using text features helps to predict and categorize information</p> <p>U13 Nonfiction texts inform or explain.</p> <p>U14 Readers learn to select and decide if information is credible, reliable, and relevant to the topic.</p>	<p><i>Students will keep considering:</i></p> <p>Q1 Why should I read a variety of texts for increasing periods of time?</p> <p>Q2 Why do readers discuss and share thoughts on text with other readers?</p> <p>Q3 How can I use a reader’s notebook to help support my comprehension of text?</p> <p>Q4 How can I use text to figure out unfamiliar words?</p> <p>Q5 Why should I ask questions before, during, and after reading?</p> <p>Q6 How do I identify and evaluate important information while reading?</p> <p>Q7 Why is it important to summarize the main idea of a paragraph or text and identify supporting details?</p> <p>Q8 What are the word parts that I can use to determine the meaning of unfamiliar words?</p> <p>Q9 What word reference resources can I use to help me determine the meaning of unfamiliar words?</p> <p>Q10 How can text features help me when reading nonfiction texts?</p> <p>Q11 Why do I identify and use text features to help predict and categorize information?</p>

Knowledge	Skills
<p>Students will know:</p> <p>K1 Reading a variety of text independently for increasingly longer periods of time helps to build stamina and comprehension.</p> <p>K2 Discussing and sharing thoughts on text with others will help with understanding.</p> <p>K3 A reader’s notebook is a tool to help support comprehension of text.</p> <p>K4 Using the content and structure of sentences, paragraphs, and reading selections helps readers to determine the meaning of unfamiliar or unknown words.</p> <p>K5 Asking questions before, during, and after reading helps to clarify understanding and increase comprehension.</p> <p>K6 Identifying and evaluating information while reading helps to determine what is important in the text.</p> <p>K7 The primary purpose of informational text is to inform the reader.</p> <p>K8 Summarizing the main idea of a paragraph or text with supporting details helps to develop better understanding of the paragraph (text).</p> <p>K9 Identifying word parts (e.g. affixes and roots) as well as synonyms and antonyms helps to determine the meaning of unfamiliar words.</p> <p>K10 Different word reference resources are used in different contexts to support the meaning of unknown words.</p> <p>K11 Text features help the reader to predict and categorize information when reading.</p> <p>Key vocabulary Text features, table of contents, headings, pictures, captions, maps, indices, charts, draw conclusions, summarize, nonfiction, main idea, supporting details, authors purpose, affixes- prefix, suffix, synonyms, antonyms</p>	<p>Students will be able to:</p> <p>3.1</p> <p>S1 Ask and respond to questions to check for understanding of information presented, e.g., stay on topic, link remarks to those of others (3.1c).</p> <p>S2 Begin to summarize the conclusions reached in group discussion (3.1d).</p> <p>S3 Use language appropriate for the context of the discussion (3.1e).</p> <p>S4 Speak using increasingly complex sentences (3.1e,f).</p> <p>S5 Participate in a range of collaborative discussions beginning to build on others ideas and clearly state thoughts, opinions, and information (3.1g).</p> <p>S6 Work respectfully with others in whole and small group settings (3.1h).</p> <p>3.3</p> <p>S7 Apply knowledge of regular and irregular vowel patterns to decode words (3.3a).</p> <p>S8 Apply knowledge of ambiguous vowel patterns (e.g., ou/ow, oi/oy, oo, aw) to decode words (3.3a).</p> <p>S9 Apply knowledge of the change in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings to decode words (3.3b).</p> <p>S10 Decode regular multisyllabic words in order to read fluently (3.3b).</p> <p>3.4</p> <p>S11 Apply knowledge of roots to decode unknown words with the same root (e.g., <i>company, companion</i>) (3.4b).</p> <p>S12 Apply knowledge of affixes, e.g., prefixes such as ex-, dis-, un-, re-, mis-, non-, pre-; suffixes such as -ly, -ful, -less, -able, -tion, -ness, and -ment to decode words (3.4b).</p> <p>S13 Determine the meaning of new words formed when a known affix is added to the known word e.g., care/careless, heat/reheat (3.4b).</p> <p>S14 Use knowledge of synonyms e.g., big/large, mad/angry, ache/pain antonyms, e.g., asleep/awake, smile/frown, start/finish (3.4b).</p>

- S15** Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words (3.4c).
- S16** Use context clues to verify meaning of unfamiliar words and determine appropriate homophone usage (3.4d).
- S17** Use context clues, such as a restatement, a synonym, an example, or a direct description or definition included in the sentence or paragraph, to clarify the meaning of unfamiliar words (3.4b,d).
- S18** Use vocabulary from other content areas to expand knowledge when reading (3.4f).
- S19** Use word reference resources including the glossary, dictionary and thesaurus (3.4g).
- 3.6**
- S20** Identify the author’s purpose for writing, which may include to provide information, explain a process, or persuade (3.6a).
- S21** Use prior and background knowledge as context for new learning by recognizing similarities between the text they are reading and other texts they have read (3.6b).
- S22** Use text features to preview; set a purpose for reading; make, confirm, and revise predictions; and locate information (3.6c).
- S23** Ask and answer questions about what is read using text as evidence for support (3.6d).
- S24** Draw conclusions using text as support (3.6e).
- S25** Summarize information found in nonfiction texts (3.6f).
- S26** State the main idea in their own words (3.6g).
- S27** Identify details that support the main idea (3.6h).
- S28** Demonstrate comprehension by writing about what is read (3.6i).
- S29** Practice reading and rereading familiar nonfiction texts with fluency and accuracy (3.6j).
- PWCS Reading Benchmark Guidelines**
- S30** Reads a variety of genres, such as poetry, biography, and autobiography, and text structures, including recipes, advertisements, flyers, directions and digital text.
- S31** Reads for a minimum of 30-50 minutes in continuous text.
- S32** Reads silently; reads fluently when reading aloud.

- | | |
|--|--|
| | <p>S33 Sustains reading over texts with many pages, that require reading over several days.</p> <p>S34 Selects texts for independent reading based upon interest and appropriate level.</p> <p>S35 Monitors for comprehension throughout the reading process.</p> <p>S36 Demonstrates new understandings through writing, discussion, and graphic representations.</p> |
|--|--|

Stage 2 – Evidence

Performance Assessment Task(s)	Other Evidence
<p>P1 Choose an informational text you have recently read. Use a graphic organizer to write the main idea in your own words with supporting details from the text. On the graphic organizer, list two or three text features that helped you learn information about the topic of your text and what it taught you. (3.6c,f-h)</p> <p>Teacher Note: Teachers may choose an article related to another content area. Some students may notice and note more than one main idea. Others may not need a graphic organizer to make the task more rigorous.</p> <p>Teachers should take into consideration the individual needs of all students, in particular EL, SPED, and advanced, when determining scaffolds for student success. For example, students with an English Language proficiency Level of 1 & 2 in writing, the following supports could be used: visuals, sentence frames, graphic organizers, and native language peers as supports; ELP level 3 & 4 in writing domain could use sentence frames, graphic organizers, and peers as supports.</p>	<p>O1 Benchmark Literacy Comprehension Strategy Assessment (CSA)</p> <ul style="list-style-type: none"> • To monitor and assess 3.4: <i>The student will expand vocabulary when reading</i>, use Benchmark Literacy CSA: Ongoing Comprehension Strategy Assessments for Word Solving Skills, #33, #34, #35, #36, #37, #38. • To monitor and assess 3.6: <i>The student will read and demonstrate comprehension of nonfiction texts</i>, use Benchmark Literacy CSA: Ongoing Comprehension Strategy Assessments for Comprehension Skills, #13, #14, #15, #19, #20, #27, #28, #29, #30, #31, #32 <p>O2 Minilesson notes</p> <p>O3 Students use a recording sheet, post-it notes or journal to record questions they had during independent reading.</p> <p>O4 Students record a connection they made in independent reading books and share</p> <p>O5 Reading conference notes</p> <p>O6 Group/collaborative projects/presentations across content areas</p> <p>O7 Quick Checks</p> <p>O8 Reader’s notebook responses</p> <p>O9 Students will complete a main idea graphic organizer</p> <p>O10 Summarize main idea and supporting details of independent reading in reader’s notebook</p> <p>O11 Students will use sticky notes to mark words while reading that they used context clues to help determine the meaning</p> <p>O12 Students will create questions and answers for other students based on the text</p> <p>O13 Students will compare and contrast nonfiction texts on the same subject</p>

Stage 3 - Learning Plan

Recommended Learning Experiences

When planning instruction for learners, consider supports which ensure alignment between curriculum expectations and the needs of students, creating an instructional match, differentiated based upon the unique needs of each classroom, within each school. The recommended experiences below provide opportunities and strategies for teachers to flexibly pace and plan for a variety of rich oral and written experiences driven by student achievement. Given the circular nature of language arts, daily plans are not provided.

When presenting lessons, all learning activities should make use of the Balanced Literacy Model:

- L1** Continue building reading stamina for independent reading (30-50 minutes is the goal by the end of third grade).
- L2** Continue to model expectations for reading responses in order to support comprehension through use of the readers notebook.
- L3** Expose students to various texts including fiction, literary nonfiction, nonfiction, and poetry.
- L4** Continue to build on book clubs and discussions by facilitating collaborative discussions focused on nonfiction.
- L5** Readers gain information from a variety of nonfiction text (e.g. biographies, informational flyers, procedural texts, memoirs, hybrid texts, etc).
- L6** Guide students to *notice* nonfiction is sometimes organized:
 - a. use of questions and answers,
 - b. information presented in a logical order, and
 - c. grouping of information that goes together.
- L7** While reading a nonfiction text, model questioning as a strategy to wonder more about a topic and to seek information in text.
- L8** Model how readers often encounter unknown vocabulary in nonfiction text and rely on strategies such as using schema from content-area instruction or context to gain meaning.
- L9** Investigate the elements of nonfiction text, particularly text features, and how they contribute to comprehension:
 - a. illustrations and photographs show information about a topic,
 - b. headings explain what that section is about,
 - c. the table of contents lists the topics found in a nonfiction book,
 - d. the index, found in the back of the book, provides an alphabetical list of topics,
 - e. the glossary defines vocabulary (often boldened in the text),
 - f. authors use labels and captions to tell important information about the illustrations,
 - g. authors and illustrators use maps and legends to give information, and
 - h. authors and illustrators use diagrams and charts to give information.
- L10** Analyze text features to determine how they work to deepen comprehension of nonfiction text: make, revise and confirm predictions, locate information, and answer questions.
- L11** Model how to determine the main idea, explaining how details and information from text supports that thinking.

- L12** Explain print features of informational text (headings, subheadings, boldface words) and how they help the reader understand the main idea and details.
- L13** Using a nonfiction text on a familiar topic of interest, model the use of background knowledge to build comprehension and grow understanding of a topic.
- L14** Help students to understand the importance of selecting nonfiction texts which are on topics of interest. (Foundational to research)
- L15** Model how asking questions and seeking answers about a topic of interest can clarify understanding. (Foundational to research)
- L16** Guide students to ask and answer their own questions on a topic of interest. (Foundational to research)
- L17** Model how to skim text to determine where to find information to answer questions, using text features as appropriate.
- L18** Model determining important information from less-important information.
- L19** Model how to turn headings into questions or main idea sentences.
- L20** Model how to craft a summary, using information included in the text.
- L21** Model using main idea and supporting details to summarize information found in nonfiction text.
- L22** Reflect on how new ideas or perspectives can be formed on a topic as a result of reading more about that topic.
- L23** Continue to add, interact with, and read poems in poetry notebooks having students revisit during independent work time, expanding: vocabulary, comprehension and knowledge of literary elements.
- L24** Continue using authentic, connected text, discuss meanings of words to develop and expand vocabulary.
- L25** Utilize the PWCS Phonics and Phonemic Awareness Resource Guide and poetry notebooks to reflect on opportunities for authentic application of instruction as you work to expand knowledge of words and their features.

Additional Supporting Resources

Differentiation for students learning English should be included as part planning for tier 1 instruction. These scaffolding suggestions are intended to support teachers in planning proactively for the needs of these students within the reading lessons.

Graphic supports	Interactive supports	Language support	Sensory support
<ul style="list-style-type: none"> • Graphic organizers • Anchor charts • Visuals (pictures, diagrams, illustrations) • Timelines 	<ul style="list-style-type: none"> • Academic conversations • Explicit modeling • Cooperative learning • Think-pair-share • Interactive read-aloud • Turn and talk (thoughtful partnerships) • Flexible grouping • Think aloud 	<ul style="list-style-type: none"> • Label items in the room • Picture support for words • Audio support • Native language text • Personal word wall • Adapted text 	<ul style="list-style-type: none"> • Manipulatives • Real life objects • Songs • Physical movements • Models and figures

Links to in depth descriptions of Supports

Levine, L. N., Lukens, L. & Smallwood, B. A. (2013). *The GO TO strategies: Scaffolding options for teachers of English language learners, K-12*. Is a resource for general education teachers of English Learners (ELLs).

The strategies were chosen for their broad application across content areas and represent five research-based principles of scaffolded instruction for ELLs:

- 1) to focus on academic language, literacy, and vocabulary;
- 2) to link background knowledge and culture to learning;
- 3) to increase comprehensible input and language output;
- 4) to promote classroom interaction and
- 5) to stimulate higher order thinking and the use of learning strategies (Levine, Smallwood, & Haynes, 2012 a, 2012 b).

<http://ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/English-Language-Learners/go-to-strategies.pdf>

WIDA Resource Library <https://wida.wisc.edu/resources>

The following resources are available on the [EL Program Staff Communities page](#).

- Academic Literacy Tools - vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing
- Differentiation Tools - cooperative learning, co-teaching

Name: _____

Date: _____

Performance Task Description: _____

Level of Mastery: _____

Unit: _____ Standards: _____

3-5 Performance Task Assessment Rubric

Level of Mastery	Grade Scale	Report Grade	Teacher Description of Performance	Student Statement of Performance
Above Standard (Advanced-High)	3.50- 4.0	A	In addition to Advanced-Low level performance, in-depth inferences and application that go beyond what was taught.	I know (and can do) it well enough to make connections that were not taught and I'm right about those connections.
Above Standard (Advanced-Low)	3.30- 3.49	B+	In addition to Proficient-High level performance, partial success at inferences and application that go beyond what was taught.	I know (and can do) it well enough to make connections that were not taught but I'm not always right about those connections.
Meets Standard (Proficient-High)	2.50- 3.29	B	No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught.	I know (and can do) everything that was taught (the easy parts and the harder parts) without making mistakes.
Meets Standard (Proficient-Low)	2.30- 2.49	C+	No major errors or omissions regarding the simpler details and processes and a partial knowledge of the more complex ideas and processes.	I know (and can do) all the easy parts, and some (but not all) of the harder parts.
Approaching Standard (Basic-High)	1.50- 2.29	C	No major errors or omissions regarding the simpler details and processes, but major errors and omissions regarding the more complex ideas and processes.	I know (and can do) all the easy parts, but I don't know (and cannot do) the harder parts.
Approaching Standard (Basic-Low)	1.30- 1.49	D+	Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes.	I know (and can do) some of the easier parts, but I make some mistakes.
Beginning (Below Basic- High)	0.50- 1.29	D	With help, partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	With help, I know (and can do) some of the harder parts and some of the easier parts.
Well Below (Below Basic- Low)	0.00- 0.49	F	With help, a partial understanding of some of the simpler details and processes but not the more complex ideas and processes.	With help, I know (and can do) some of the easier parts but not the harder parts.

* YouTube video – [Nonfiction Text Features](#)

MAIN IDEA
AND Supporting Details

GRAPHIC ORGANIZERS:

The **MAIN IDEA** is what the text is MOSTLY ABOUT!

TIPS TO FIND THE MAIN IDEA:

- Read the Title
- Look at the Pictures
- Re-read the First Sentence
- Re-read the Last Sentence
- Ask yourself, "What is this story telling me?"

Supporting Details Tell...
HOW, WHAT,
WHEN, WHERE, WHY,
HOW MUCH, and HOW MANY
... About the Main Idea

Nonfiction Summary

* A summary is a shortened version of a longer reading that tells the main ideas of the text.

Summary

text

Koalas are in danger because people are cutting down forests. People are helping by using smartphones to track koalas in Australia.

Remember:

- ♦ Keep it short (2-4 sentences)
- ♦ include the main ideas
- ♦ use key vocabulary & your own words
- ♦ Don't write your opinions!

Summarizing Non-Fiction

A summary is a shortened form of a text with all the main ideas

How do I write a good NF summary?

- Include the important ideas from the text → important to the author!!
- Put ideas in your own words
- Leave out the little details (interesting, not important)

Grade 3 Mentor Texts

Unit #	Title and Author
1A	<ul style="list-style-type: none"> • <i>Why Polar Bears Like Snow and Flamingos Don't</i>, Nancy White • <i>What Do Animals Need?</i>, Margaret McNamara • <i>Enemy Pie</i>, Derek Munson • <i>The Day You Begin</i>, Jacqueline Woodson • <i>Goldfish on Vacation</i>, Sally Lloyd-Jones • <i>The Stranger</i>, Chris Van Allsburg
1B	<ul style="list-style-type: none"> • <i>Nothing Ever Happens on 90th Street</i>, Roni Schotter • <i>What Do You Do With An Idea?</i>, Kobi Yamada • <i>There's a Lion in my Cornflakes</i>, Michelle Robinson • <i>The Name Jar</i>, Yangsook Choi
2A	<ul style="list-style-type: none"> • <i>The Recess Queen</i>, Marla Frazee • <i>The Other Side</i>, Jacqueline Woodson • <i>A Visitor for Bear</i>, Kady MacDonald Denton • <i>What is Given from the Heart</i>, Patricia C. McKissack • <i>Puss in Boots</i>, Jerry Pinkney
2B	<ul style="list-style-type: none"> • <i>My Best Friend</i>, Mary Ann Rodman • <i>Blackout</i>, John Rocco • <i>Fireflies</i>, Julie Brinckloe • <i>Shortcut</i>, Donald Crews • <i>Owl Moon</i>, Jane Yolen
3A	<ul style="list-style-type: none"> • <i>Those Shoes</i>, Maribeth Boelts • <i>A Bike Like Sergio's</i>, Maribeth Boelts • <i>Cam Jensen Mysteries</i>, David A. Adler • <i>The Name Jar</i>, Yangsook Choi • <i>I Hate English!</i>, Ellen Levine & Steve Bjorkman
3B	<ul style="list-style-type: none"> • <i>Should There Be Zoos?</i>, Tony Stead • <i>Earrings</i>, Judith Viorst • <i>The Great Kapok Tree</i>, Lynne Cherry • <i>The Reluctant Dragon</i>, Kenneth Grahame • <i>National Geographic Readers: Cats vs. Dogs</i>, Elizabeth Carney

4A	<ul style="list-style-type: none"> • <i>Why Polar Bears Like Snow and Flamingos Don't</i>, Nancy White • <i>What Do Animals Need?</i>, Margaret McNamara • <i>Pipsqueaks, Slowpokes, and Stinkers Celebrating Animal Underdogs</i>, Melissa Stewart • <i>Lovely Beasts The Surprising Truth</i>, Kate Gardner • <i>Maya Lin Artist-Architect of Light and Lines</i>, Jeanne Walker Harvey
4B	<ul style="list-style-type: none"> • <i>Moonshot The Flight of Apollo 11</i>, Brian Floca • <i>The World of Weird Animals: What Makes a Monster?</i>, Jess Keating • <i>Grand Canyon</i>, Jason Chin • <i>Who Would Win books</i>, Jerry Pollotta • <i>But I Read it on the Internet</i>, Toni Buzzeo
5A	<ul style="list-style-type: none"> • <i>A Pocketful of Poems</i>, Nikki Grimes • <i>Keep a Pocket in Your Poem: Classic Poems and Playful Parodies</i>, J. Patrick Lewis • <i>The Proper Way to Meet a Hedgehog and Other How-To Poems</i>, Paul B. Janeczko • <i>With My Hands Poems About Making Things</i>, Amy Ludwig Vanderwater • Shel Silverstein
5B	<ul style="list-style-type: none"> • <i>Owl Moon</i>, Jane Yolen • Shel Silverstein • <i>Ode To A Commode: Concrete Poems</i>, Brian P. Cleary • <i>Butterfly House</i>, Eve Bunting • <i>All the Places to Love</i>, Patricia MacLachlan
6A	<ul style="list-style-type: none"> • Select from suggested unit authors, making choices which allow for comparison within and between authors.
6B	<ul style="list-style-type: none"> • <i>The Reason for a Flower</i>, Ruth Heller • <i>A River Ran Wild</i>, Lynne Cherry • <i>Bats</i>, Gail Gibbons • <i>Surprising Sharks</i>, Nicola Davie

PWCS Offices of Student Learning and English Learner (EL) Programs and Services 07.10.15

Resource: Designing Curriculum and Teaching for Transfer with Understanding by Design® McTighe & Associates, 2015;
 Resource: Understanding by Design Template, https://studentservices.madison.k12.wi.us/files/stusvc/UBD_Template_1.doc
 Resource: Unit Planner adapted from VPROjas, Strategies for Success with ELL: An ASCD Action Toolkit, 2007;
 Resource: WIDA Consortium, *2012 Amplification of the English Language Development Standards Kindergarten – Grade 12*;
 Resource: PWCS Standards-Based Instructional Planning Process 08.05.11.