

Unit 3.1: What Makes Puerto Rico Unique?

English as a Second Language

5 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:

In this unit, the student reads informational and fictional texts to explore his/her experiences as well as factual information about Puerto Rico. The student comes up with research questions to find out what is unique about the island and use texts, the Internet, and interviews to answer his/her questions. The student also compares and contrasts fiction and informational genres to learn about different ways information can be organized to assist the student with developing and answering research questions. The student will prepare a biographical report and presentation of a person of his/her choosing.

Transversal Themes:

Geography, Cooking, Music and Dance, Technology, Environment

Integration Ideas:

History, Music, Art, Dance, Geography, Science

Essential Questions (EQ) and Enduring Understandings (EU)

EQ1. How does the structure and organization of texts/genres contribute to meaning?

EU1. Each genre has specific traits and an organizational structure that makes it unique and assists readers in determining the overall meaning of the text, as well as why it is structured a certain way.

EQ2. What strategies do effective readers use to understand text?

EU2. Good readers use a variety of strategies to help them understand text such as structure, prior knowledge, connections, analysis, rereading, prediction, etc.

EQ3. What makes Puerto Rico unique and interesting?

EU3. Puerto Rico is a remarkable, special place that takes pride in many things—its distinct beauty, history, people, culture, and language.

EQ4. How do people’s actions, life events or decisions influence their life and help us to better understand them, ourselves, and the world around us?

EU4. People’s actions and decisions have consequences that vary depending on background and circumstances in their lives.

Transfer (T) and Acquisition (A) Goals

T1. The student will leave the class able to use his/her knowledge of informational and fictional text structures to conduct research. The student will have the skills to develop his/her own research questions and find answers while reading independently, in pairs or in a group. The student will know how to organize information he/she reads into notes, discuss his/her findings and then put information into a written text (e.g., report, biography) to present to the class.

The student acquires skills to...

A1. Ask and answer detailed questions that stimulate conversation.

A2. Refer to details from texts as the basis for opinions and conclusions.

A3. Use appropriate language structure according to purpose and setting (formal and informal).

A4. Describe personal experiences or ideas encountered in a fictional or informational text.

A5. Read and comprehend biographies, autobiographies, and realistic fiction of appropriate complexity.

A6. Write informational texts (e.g., how-to book, simple report), organizing key ideas and details in a clear sequence.

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Puerto Rico Core Standards (PRCS)	
Listening	
3.L.1a	Ask and answer detailed questions that stimulate conversation and refer to details from the text as the basis for opinions and conclusions, and use appropriate language structure according to purpose and setting (formal and informal).
Speaking	
3.S.1	Interact in class, group, and partner discussions by following rules, asking and answering questions, and adding relevant information.
3.S.2b	Use correct grammar in expanded simple sentences to express ideas for a variety of purposes, to respond to simple instructions, and to answer and formulate questions.
3.S.2c	Expand sentences to provide details (e.g., <i>They worked quietly; They ran across the soccer field.</i>) in shared language activities.
3.S.3	Retell fictional and informational texts; respond to stories, conversations, read-alouds, and presentations; and recount experiences using increasingly complex complete sentences and key words in order to add detail while speaking using expanded vocabulary and descriptive words.
3.S.4	Offer and reinforce ideas and opinions by providing good reasoning and increasingly detailed text evidence and/or relevant background knowledge about the subject matter.
3.S.5	Describe personal experiences or ideas from a fictional or informational text, choosing appropriate language according to purpose, context, and audience and using grade appropriate grammar. (With support in the first language as necessary.)
3.S.6a	Retell and summarize familiar stories or short informational texts and recount experiences using complete sentences, key words, and a growing number of academic and content-specific words in order to add important details or the main idea.
Reading	
3.R.1	Use in-depth critical reading of a variety of relevant texts to describe ideas, phenomena, cultural identity and literary elements in the texts, asking and answering such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.
3.R.10	Read and comprehend narratives and stories, biographies, autobiographies, realistic fiction, and other types of passages of appropriate complexity.
3.R.5I	Use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in an informational text efficiently.
3.R.5L	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a literary text including describing how the beginning introduces the story and the ending concludes the action.
3.R.6I	Identify the main purpose of an informational text, including what the author wants to answer, explain, or describe.
3.R.9I	Compare and contrast the most important points presented by two informational texts on the same topic.
Writing	
3.W.1	Offer and support ideas, feelings, and opinions on familiar topics, experiences, or appropriate-level texts, providing text evidence or adding relevant background knowledge about the subject matter.

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3.W.2	Write informational texts (e.g., “how-to” book, simple report) with increasing independence, and organize key ideas and details in a clear sequence.
3.W.4	Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
3.W.5	Use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Language	
3.LA.4b	Use context clues to help determine the meaning of a word or phrase.

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STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	Content Focus (The student understands...)	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
	- The word families to assist in spelling. - The vocabulary for descriptive expressions and personal concepts. - The rules for syllables and word family spelling. - How to listen and respond, give commands, provide both instructions and directions. - How to use and apply appropriate language structures with formal and informal expressions to identify, describe, and classify familiar concepts in relation to personal	Word family, families	<i>For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.</i> <i>What Makes Puerto Rico Unique?</i> The student creates a class magazine on different aspects of Puerto Rican culture to answer the question, "What makes Puerto Rico unique and interesting?"	Word Family Check The teacher selects a word family with two or three letter clusters to focus on every week during the morning meeting. The teacher has a short lesson on how to pronounce the cluster and gives examples of words (see website http://www.carlscorner.us.com/Sorts.htm for word families' picture cards and sorting ideas). The teacher uses Attachment: 3.1 Other Evidence – Word Family Assessment to check the student's ability to identify and read letter clusters. The student also creates a word family notebook to keep track and add new words to his/her notebook throughout the year (see Attachment: 3.1 Other Evidence – Word Family Book). Oral Assessment of Word Wall Vocabulary and Individual Vocabulary (see Attachment: Resource 1 – Oral Assessment	<i>For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.</i> <i>Routines for the Year</i> - The teacher selects a color marker for English and a color marker for Spanish. This way, the student is used to the pattern of a word in English written in black and words in Spanish written in blue. This color-coding strategy will help with all of your activities throughout the unit and year (e.g., word walls, posters, model writing, etc.). - The teacher maintains a word wall throughout the year for the vocabulary selected from read alouds and from class activities and unit themes. This will help create a language rich environment. The word wall is used throughout the year as well because it will build up the student's sense of success in English. In addition, the student learns word families, so it is also helpful to include them in the word wall. For examples of how to select words for the word wall, teachers look at the website http://www.readingrockets.org/article/14343/ and the attachment, Resource 2 – Using Word Walls to Improve Instruction. - The teacher begins every class with a

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	experiences, preferences, interests, and environment. - How to apply phonemic awareness strategies to identify syllables and word family patterns. - How to use context clues and resources to build vocabulary and verify meaning. - How to apply phonemic awareness and phonics strategies to correctly spell words that have two letter clusters, common spelling patterns, and uncommon consonant patterns. - How to write words, phrases, and simple sentences to develop descriptive and narrative three			for Vocabulary Acquisition) Based on words you select for the whole class and on the individual words the student wants to know in English for his/her individual word list, check if each student understands the vocabulary words when listening and speaking (say it by itself, with a sentence starter, or independently). Fluency Check The student reads aloud so the teacher can check for fluency (for intonation, skipped words, and missed endings see Attachment: Resource 8 – Paired Reading Fluency Check as an evaluation).	“morning message” to start the class (E.g., Today is _____. We will _____). This lets the student know what he/she is doing and to introduce themes of the unit or topics of the day. Have the student fill in the blanks of vocabulary words, identify word families, cognates, etc. (see Attachment: Resource 5 – Morning Message Reasons and Research).
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	sentence paragraphs.				
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STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	Content Focus (The student understands...)	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
PRCS: 3.L.1a 3.S.1 3.S.2b 3.S.2c 3.S.3 3.S.5 3.W.1 EQ/EU: EQ3/EU3 EQ4/EU4 T/A: A1 A2	- Tourist attractions. - The economy. - Recipes. - The famous people of Puerto Rico. - Research skills (ask research questions, look in books, take notes).	- Agriculture - Description - Economy - Export - Famous - Grow - Important - Recipe - Research question - Sell - Senses (feels like, smells like, tastes like, looks like, sounds like) - Tourism - Tourist attractions - Visualization	<i>For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.</i> Genre Book Tracker The student makes a genre book to keep track of the genres they learn about. For each genre, the student writes a simple description and an example of a book in this genre. It can be accordion style, which makes it easy to attach new pieces to show how his/her knowledge of genres is expanding (see Attachment: 3.1 Learning Activity – Accordion Foldable).	Journal Writing The student answers a prompt daily or weekly concerning something special about his/herself, his/her family, his/her interests or traditions in Puerto Rico. For ideas see: http://journalbuddies.com/category/journal_prompts_journal_topics, http://www.canteach.ca/elementary/prompts.html	<i>For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.</i> Building Background: What Makes Puerto Rico Unique? - Graffiti wall activity: Teachers begin the unit with this activity to help the student develop vocabulary, images, and ideas for the unit. On four walls, the teachers put up blank chart paper and above the chart paper write: "Places in Puerto Rico," "Puerto Rican People," "Sounds from Puerto Rico," and "Smells of Puerto Rico." The teacher asks the student to draw pictures of what comes to mind when he/she reads the topic. Have the student go around the room and draw pictures for each topic. Then have the student write words or phrases that also are attached to these topics. The teacher discusses with the student, "What makes Puerto Rico unique and interesting?" The teacher uses the drawings and the words written by the student to discuss the topic. - Throughout the unit you can add to the graffiti wall, or compare and contrast old thinking with new thinking. The teachers instruct the student to bring in pictures and share stories about "What he/she loves about Puerto Rico" to add to the chart paper

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					wall displays. - The teacher prompts the students to generate and ask each other questions to bring out more details. Example questions: What did you do? What did you see? Why were you there? What did it smell like? What did it feel like? Students can work individually, in partners or in groups to draft essays, paragraphs, poems, etc. to accompany the charts. - The teacher asks probing questions and provides sentence starters and sentence frames to encourage the student to expand on his/her ideas and to provide additional details.
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PRCS: 3.LA.4b 3.R.1 3.R.5I 3.R.5L 3.S.6a EQ/EU: EQ1/EU2 EQ2/EU2 T/A: A1 A3	- How to recognize differences between fiction and nonfiction by comparing and contrasting text features and structure. - How to use context clues and resources to build vocabulary, verify meaning.	- Cause and effect - Compare and contrast - Context clues - Description - Different - Genre (historical fiction, realistic fiction, fantasy, non-fiction, biography, science fiction, poetry) - Sequence - Similar - Transition words (first, then, next, finally)	<i>For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.</i> <i>Using Questions to Write a Biography</i> Individually, with a partner or in a small group, students select a famous person from Puerto Rico to study and write a biography. They practice asking and answering questions about their person. (Use the modeled learning activity as an example.)	- This is an extension of grade two, where the student ended the year using strategies to infer unknown words. The teacher discusses, "What do good readers do?" in order to build background on what the student has already learned in second grade. The teacher creates a class chart of what good readers do when reading. - During read alouds, the teacher models with a chart how the student can use clues from the text and pictures, as well as letters or cognates to infer unknown words. The teacher maintains a class chart to model his/her thinking and strategies. - The student creates this chart in his/her notebook and keeps track of unknown words as he/she reads with a partner. In pairs, the students can help each other find clues and check understanding.	<i>For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.</i> <i>Comparing Informational and Fiction Text</i> - The teacher instructs the student to bring in his/her favorite book (or select one from the class library or school library) and does a book talk: http://nancykeane.com/booktalks/. The student shares why he/she likes the book (characters, story line, information, etc.). From the texts they bring in, have students notice whether if they prefer fictional texts or non-fictional texts. The teacher discusses why with the students and asks the question, "What makes texts different? Is it the way they are organized? The topics?" - The teacher creates a class Venn diagram comparing fiction and non-fiction text. - The teacher asks if there are differences between types of fiction or non-fiction. For fiction, the teacher uses lessons on genres (see below) to compare and contrast fantasy, science fiction, and realistic fiction. - The teacher asks, "How can non-fiction be organized?" The teacher shows different examples of graphic organizers used in the past and shares how non-fiction can be organized in many ways (chronological order

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					(e.g., biography), sequence (e.g., recipes, explanations), cause and effect (e.g., how things are created/formed), and compare and contrast. In pairs, the students read texts on Puerto Rico and find examples of how information is organized. • The teacher creates a class poster of a “Genre Tree” that has different examples of genres as leaves. The students create the description of each genre on the tree.
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PRCS: 3.L.1a 3.R.1 3.R.10 3.R.5L 3.R.6I 3.R.9I 3.S.4 3.S.5 3.W.1 3.W.2 3.W.4 3.W.5 EQ/EU: EQ2/EU2 EQ3/EU3 EQ4/EU4 T/A: A3 A4	- A variety of genres and characteristics (realistic fiction, historical fiction, fantasy non-fiction, biography). - The ways to organize non-fiction text (cause and effect, compare and contrast, chronological order, sequence). - The famous people of Puerto Rico. - Research skills (asking research questions, look in books, take notes). - How to recognize descriptive and narrative writing forms.	- Chronological order - Context clues - Famous - Genre - Important - Organized - Research question - Text features - Word detective		<i>Using Context Clues to Infer Unknown Words during Read Alouds and Research</i> - While the student researches a famous person of Puerto Rico for his/her performance task, the teacher has him/her use inference charts to keep track of unknown words. The student can also create an “important word list” of words he/she wants to use in his/her writing. - The teacher discusses using interviews for research in writing a biography. In groups, individually or with a partner, students can interview the school director, a family member, or a local person approved by the teacher. The students can decide on the person, brainstorm a list of questions, conduct the interview, and prepare a mini biography and presentation for the class. See the following link for more ideas: http://teacherlink.ed.usu.edu/tlresources/units/Read_S	<i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i> <i>Asking Questions to Conduct Research</i> - The teacher asks again, “What makes Puerto Rico unique and interesting?” One answer is its people. The student makes a list of famous people that represent Puerto Rico. - The teacher explains that good researchers use non-fiction books to answer questions. How did I learn information from the text? Students should respond that the teacher first thought of a question he/she had about the topic. - The teacher models how to ask questions as a reading strategy by selecting a biography on a famous Puerto Rican to read aloud. The teacher models how he/she would look for information from a biography and where to go if his/her questions were not answered (e.g., encyclopedia, other books, Internet if available). - Students work together or individually to pick a person, read a biography, and take notes. - The teacher uses the following graphic organizer to help structure the answers or create his/her own: http://printables.scholastic.com/content/collateral_resources/pdf/09/TEAJAN09_005.

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				/Writing%20Biographies--3rd%20grade%20by%20Natalie%20Phillips.pdf.	pdf. Or, the teacher can use the following link to model note taking and to share how note taking can be used to record answers to research questions: http://teacherlink.ed.usu.edu/tlresources/units/Read_S/Writing%20Biographies--3rd%20grade%20by%20Natalie%20Phillips.pdf.
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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- **Barbara E. Barber**
 - *Allie's Basketball Dream*
- **Chris Van Allsburg**
 - *Zathura*
- **Jane Yolen**
 - *Commander Toad and the Intergalactic Spy*
- **Jon J. Muth**
 - *Mr. George Baker*
- **Betsy Duffey**
 - *How to Be Cool in the Third Grade*
- **Ann Cameron**
 - *The Stories Julian Tells*
- **Chris Van Allsburg**
 - *Jumanji*
- **Amy Zuckerman and James Daly**
 - *2030 : A Day in the Life of Tomorrow's Kids*
- **Susan Cooper**
 - *The Magician's Boy*
- **Eleanor Cameron**
 - *The Wonderful Flight to the Mushroom Planet*
- **Stephen Manes**
 - *That Game from Outer Space*
- **Howard Gutner**
 - *Puerto Rico (True Books: Countries)*
- **Elizabeth Zapata**
 - *Puerto Rico (Rookie Read About Geography: States)*
- **Joyce Johnston**
 - *Puerto Rico (Hello USA)*

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- **Linda Tagliaferro**
 - *Puerto Rico in Pictures*
- **Erin Foley**
 - *Puerto Rico (Festivals of the World)*
- **Patricia Levy**
 - *Puerto Rico (Cultures of the World)*
- **Lucia Gonzalez (first Puerto Rican librarian in US)**
 - *The Storyteller's Candle/La velita de los cuentos*
- **Jonah Winter**
 - *Sonia Sotomayor- A Judge grows in the Bronx*
- **Willie Perdomo**
 - *Clemente!*
- **Jonah Winter**
 - *Roberto Clemente: The Pride of the Pittsburgh Pirates*
- **Linda George**
 - *Luis Munoz Marin (Community Builders)*
- **Paul Robert Walker**
 - *Pride of Puerto Rico: The Life of Roberto Clemente*
- **Trudie Engel**
 - *We'll Never Forget You, Roberto Clemente*
- **Mary Ellen Verheyden- Hilliard**
 - *Scientist from Puerto Rico, Maria Cordero Hardy (American Women in Science)*
- **Judy Parker**
 - *Ricky Martin*
- **Frank Perez and Ann Weil**
 - *Raul Julia*
- **Stew Thornley**
 - *Roberto Alomar: Star Second Baseman (Sports Reports)*
- **Karen Bush Gibson (bilingual)**
 - *Jennifer Lopez (Little Jamie Books : What It's Like to Be*
- **Scott Foresman**

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- *Scott Foresman Reading – Collection 2. 1, New Beginnings Book and Practice Book*
- **Carmen Tafolla page 288 (Interview/Social Studies Connection)**
 - *The Story keeper*
- **Juanita Havill page 346 (Realistic Fiction)**
 - *Four Clues for Chee*

Additional Resources

- Facts on Puerto Rico for kids: <http://www.elboricua.com/BoricuaKids.html>
- <http://www.readingrockets.org/article/14343/>
- On book talks: <http://nancykeane.com/booktalks/>
- <http://www.scholastic.com/teachers/top-teaching/2013/02/get-inspired-biography-research-part-1---my-favorites>
- <http://www.scholastic.com/teachers/top-teaching/2013/02/get-inspired-biography-research-part-2---project-ideas>
- http://teacherlink.ed.usu.edu/tlresources/units/Read_S/Writing%20Biographies--3rd%20grade%20by%20Natalie%20Phillips.pdf
- http://printables.scholastic.com/content/collateral_resources/pdf/09/TEAJAN09_005.pdf

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Performance Tasks

Genre Book Tracker

- Each student keeps track of the genres he/she learns about in his/her genre book.
- For each genre, the student writes a simple description and an example of a book in this genre.
- It can be accordion style, which makes it easy to attach new pieces to show how his/her knowledge of genres is expanding (see Attachment: 3.1 Learning Activity – Accordion Foldable).

Using Questions to Write a Biography

- Individually, with a partner, or in a small group, students select a person to study and write a biography. They practice asking and answering questions about their person. (The teacher can use the modeled learning activity as an example.)
- Students write five questions that they want to answer about the person before they read. Then they read or listen to a variety of books on the topic and answer their questions. They write the title of the book and page number where they found the answer. Note: You will need a variety of books at multiple reading levels for each topic for students to choose from.
- Use the following link as a solid model of how to get started: <http://www.readworks.org/lessons/grade3/explicit-information/lesson-1>
- The students report back to the class what their questions were and if they found any answers while reading. Partners write a paragraph based on their notes and present them to the class in the form of a report, poster, etc.

What Makes Puerto Rico Unique?

- The students create a class magazine on different aspects of Puerto Rican culture to answer the question, “What makes Puerto Rico unique and interesting?”
- The teacher brainstorms with the class to come up with examples of Puerto Rican fame (famous people, foods, sports, music, art, locations, and history) and break the students into groups to become experts in a specific topic. The teacher models how to develop a question related to the topic (e.g., Why is El Yunque a famous park? Why is Roberto Clemente famous? Why do people like Tito El Bambino? What makes Old San Juan a tourist attraction?)
- In groups, students develop research questions they want to answer. Based on their questions, students go to the library and research sources (or as a teacher, you can provide sources for students to conduct research) and take notes answering their questions.
- The teacher meets with each group throughout the process to help them refine their questions and to help them find information that will answer their question (this is a good way to focus on main idea and important details).
- From their research, the students write a paragraph answering their research question. You can scaffold by giving sentence starters and transition words (e.g., then, next, because of, in addition).
- The teacher has students peer edit for spelling sight words, vocabulary words, correct capital letters and punctuation.
- Groups illustrate their paragraph and put together all of their work as a class into a class magazine on Puerto Rico.
- Teachers use Attachment: 3.1 Performance Task – Descriptive Writing Rubric to assess writing.

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Suggested Sample Lessons

- *Fiction Genre Study*: <http://www.readworks.org/lessons/grade3/genre>
- Lessons on how to ask a research question (helpful graphic organizers for students to ask questions): <http://www.readworks.org/lessons/grade3/explicit-information>
- Modeling Research by using a KWL chart: <http://www.readwritethink.org/classroom-resources/lesson-plans/creating-question-answer-books-353.html>
- <http://www.scholastic.com/teachers/lesson-plan/5-day-unit-plan-introducing-nonfiction>
- <http://www.scholastic.com/teachers/article/3-comprehension-strategies-reading-nonfiction>
- Idea for class biographies and community building: <http://www.readwritethink.org/classroom-resources/lesson-plans/getting-know-developing-short-999.html?tab=4#tabs>
- Strategies to teach informational text: <http://www.readwritethink.org/classroom-resources/lesson-plans/reading-informational-texts-using-951.html?tab=4#tabs>