Grade Level: 6 Subject: Writing

Trimester 1

Unit: Building A Writing Community	**Unit Length: 3 weeks**
Enduring Understanding(s): Writers develop habits and follow routines that help them grow as writers. Writers use the writing process to develop and produce writing pieces on topics that are meaningful to them. Authors are always collecting ideas for writing. Writers develop writing stamina and independence through daily writing activities..	Essential Question(s):
Common Core Standards	**Common Core en español**
Text Type and Purposes 3. Write narratives to develop real or imagined experiences or events using eff ective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. ***Production and Distribution of Writing*** 4. Produce clear and coherent writing (**including multiple paragraph texts**) in which the development and organization are appropriate to task, purpose, and audience. (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, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 14.) 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. **Range of Writing** 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	***Tipos de texto y sus propósitos*** 3. Escriben narraciones para relatar experiencias o acontecimientos reales o imaginarios utilizando una técnica eficaz, detalles descriptivos relevantes y secuencias de acontecimientos bien estructurados. a. Involucran y orientan la atención del lector al establecer un contexto y presentar al narrador y/o a los personajes. Organizan una secuencia de acontecimientos que se desarrolla de forma natural y lógica ***Producción y redacción*** 4. Producen escritos claros y coherentes cuyo desarrollo, organización y estilo son adecuados para la asignación, el propósito y el público o lector. (Las expectativas específicas correspondientes al grado escolar para cada tipo de escritura se definen en los estándares #1–3 anteriormente mencionados.) 5. Con la orientación y el apoyo de compañeros y adultos, elaboran y mejoran la redacción según sea necesario, mediante la planificación, revisión, corrección, intentando un nuevo enfoque o volviendo a escribir. (La revisón y corrección de la escritura debe demostrar el dominio de las normas y convenciones señaladas en los estándardes de lenguaje #1-3 correspondiendo a los grados anteriores e incluyendo el sexto grado). 6. Hacen uso de la tecnología, incluyendo el internet para producir y publicar trabajos escritos, así como para interactuar y colaborar con otras personas. Demuestran la suficiente habilidad en uso del teclado para escribir un mínimo de tres páginas en una sola sesión. ***Rango de escritura y redacción*** 10. Adquieren el hábito de escribir y redactar durante períodos prolongados (con tiempo para la investigación, la reflexión y la revisión) y durante períodos cortos (una sola sesión, o uno o dos días) para completar una serie de asignaciones que corresponden a disciplinas específicas con diferentes propósitos y distintos públicos o lectores.
Assessment	
Summative: -Writing inventory -Collect baseline writing sample Students create a self portrait of themselves as writers and set writing goals for the year.	Other Formative Assessments: - anecdotal conferring notes of student's writing progress. -Quick writes/Journal samples related to opinion writing

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Learning Plan

Mentor Texts for Building a Writing Community 3-6

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 spark writing topics or ideas. The books listed could also be used to help students generate ideas for the next Narrative unit by thinking about important people and places in their lives that will jumpstart their narrative writing.

English

- The Best Story by Eileen Spinelli
- Ralph Tells a Story by Abby Hanlon
- The Boy Who Loved Words by Roni Schotter
- Fireflies by Julie Brinkloe
- Owl Moon by Jane Yolen
- What Authors Do by Eileen Chrislelow
- The Memory String by Eve Bunting
- Roller Coaster by Marla Frazee
- When I was Little by Jamie Lee Curtis
- The Dot by Peter H. Reynolds
- Ish by Peter H. Reynolds
- Nothing Ever Happens on 90th Street by Roni Schotter
- Amelia's Notebook by Maria Moss
- All the Places to Love by Patricia MacLachlan
- What you Know First by Patricia MacLachlan

Culturally Relevant Texts

- Baseball in April and Other Stories by Gary Soto
- The Leaving Morning by Angela Johnson
- When I am Old with You by Angela Johnson
- My Name is Maria Isabel by Alma Flor Ada
- The Day of Ahmeds Secret by Florence Parry Heide
- The Other Side by Jacqueline Woodson
- Smoky Night by Eve Bunting
- Goggles by Ezra Jack Keats
- Chicken Sunday by Patricia Polacco
- The Name Jar by Yangsook Choi
- One Green Apple by Eve Bunting
- Snapshots from the Wedding by Gary Soto
- The Fiesta Of The Tortillas by Jorge Argueta

Español

- Cuadros de familia by Carmen Lomas Garza
- En Mi Familia by Carmen Lopez Garza
- Me llamo Yoon by Helen Recorvits
- Graciela asombrosa by Mary Hoffman
- La Isla by Arthur Dorros
- Somos Primos by Diane Gonzales Betrand
- Abuelas Weave by Omar S. Castananda
- El Chocolate de Abuelita by Mara Price
- Mi propio cuartito by Amada Irma Perez

Resources

Professional Resources:

Lessons for the Writer's Notebook by Fletcher and Portalupi
Lessons That Change Writers by Nancie Atwell
Nonfiction Craft Lessons by Fletcher and Portalupi
Teaching the Qualities of Writing by Fletcher and Portalupi
Making Revision Matter by Janet Angelillo
Revising after the End by Barry Lane
Writer's Notebook, Aimee Buckner
A Writer's Notebook: Unlocking the Writer Within You by Ralph Fletcher
Breathing In, Breathing Out: Keeping a Writer's Notebook Ralph Fletcher
Study Driven: A Framework for Planning Units of Study in the Writing Workshop by Katie Wood Ray
Wondrous Words: Writers and Writing in the Elementary Classroom by Katie Wood Ray
Mentor Texts: Teaching Writing Through Children's Literature, K-6 by Lynne R. Dorfman by Rose Cappelli
Nonfiction Mentor Texts: Teaching Informational Writing Through Children's Literature, K-8 by Lynne R. Dorfman and Rose Cappelli

Lesson Planning Resources available online:

Writing Workshop Units created by The Michigan Association of Intermediate School Administrators (MAISA)
http://gomaisa-public.rubiconatlas.org/Atlas/Public/View/Default

Hall County Schools Launching Writer's Workshop Units of Study
http://www.hallco.org/literacy/index.php?option=com_content&view=article&id=8&Itemid=7

Portland Public Schools/K-5 Writing Units of Study
http://www.pps.k12.or.us/departments/curriculum/2022.htm

Colorado Springs K-5 Writer Units of Study
http://www.d11.org/Instruction/Literacy.LanguageArts/Pages/k-5-Writing-Resources.aspx

Denver Public Schools – Language Literacy and Cultural Studies/ K-5 Units of study
http://curriculum.dpsk12.org/lang_literacy_cultural/literacy/elem_lit/curric_instruc_assess/planning_guides/3/index.shtml

The Noyce Foundation/Living the Writerly Life K-5
http://www.noycefdn.org/ecrwresourcescc.php

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Grade Level Standards

Common Core Standards	Common Core en español
Reading Standards 3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Estándares de lectura 3. Describen cómo cuento determinado o la trama de una obra de teatro se desarrolla en una serie de episodios. Describen también cómo responden o cambian los personajes a medida que la trama se va desarrollando.
Speaking & Listening 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Audición y expresión oral 1. Participan eficazmente en una serie de conversaciones colaborativas con diferentes interloctores (uno-a-uno, en grupos y dirigidas por el maestro) sobre temas, textos y asuntos correspondientes al sexto grado. Contribuyen a las ideas de los demás y expresan sus propias ideas con claridad. b. Siguen las reglas establecidas para participar en conversaciones con compañeros. Establecen metas específicas y fechas límite. Definen los papeles de cada compañero según sea necesario. c. Plantean y responden a preguntas específicas con profundidad y detalle, al hacer comentarios que contribuyen al tema, texto o asunto que se discute. d. Repasan las ideas clave expresadas. Demuestran comprensión de múltiples perspectivas a través de la reflexión y el parafraseo.
Language Standards ***1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*** e. Use correlative conjunctions (e.g., either/or, neither/nor). (**Focus on sentence combining with conjunctions)** ***2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing***. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Use a comma to separate an introductory element from the rest of a sentence.	Estándares de lenguaje **1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar** e. Usan las conjunciones correlativas con la forma correcta de negación (ejemplo: Ni esto, ni aquello). **2. Demuestran dominio de las normativas del español estándar para el uso de las letras mayúsculas, signos de puntuación y ortografía al escribir.** a. Emplean la mayúscula al escribir días festivos, nombres de productos y nombres geográficos. b. Usan una coma para separar un elemento de introducción del resto de la oración.

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Essential ELD Standards			
Part 1: Interacting in Meaningful Ways			
	Emerging	**Expanding**	**Bridging**
A. Collaborative	***2. Interacting via written English*** Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	***2. Interacting via written English*** Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	***2. Interacting via written English*** Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.
B Interpretive	***5. Listening actively*** Demonstrate active listening in oral presentation activities by asking and answering basic questions with prompting and substantial support	***5. Listening actively*** Demonstrate active listening in oral presentation activities by asking and answering detailed questions with occasional prompting and moderate support.	***5. Listening actively*** Demonstrate active listening in oral presentation activities by asking and answering detailed questions with minimal prompting and support.
C. Productive	***10. Writing*** a) Write short literary and informational texts (e.g., an argument for protecting the rainforests) collaboratively (e.g., with peers) and independently. b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	***10. Writing*** a) Write longer literary and informational texts (e.g., an argument for protecting the rainforests) collaboratively (e.g., with peers) and independently using appropriate text organization. b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	***10. Writing*** a) Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rainforests) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register. b) Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).
Part 2: Learning About How English Works			
A. Structuring	***2. Understanding cohesion*** b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., *first/next, at the beginning*) to comprehending texts and writing basic texts.	***2. Understanding cohesion*** b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, in the first place, as a result, on the other hand) to comprehending texts and writing texts with increasing cohesion.	***2. Understanding cohesion*** b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., *consequently, specifically, however, moreover*) to comprehending texts and writing cohesive texts.
B. Expanding	***3. Using verbs and verb phrases*** Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling), tenses (e.g., present, past, future), and aspects (e.g., simple, progressive) appropriate for the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.	***3. Using verbs and verb phrases*** Use various verb types (e.g., doing, saying, being/having, thinking/feeling, reporting), tenses (e.g., present, past, future), and aspects (e.g., simple, progressive, perfect) appropriate for the task, text type, and discipline (e.g., simple present for literary analysis) on an increasing variety of topics.	***3. Using verbs and verb phrases*** Use various verb types (e.g., doing, saying, being/having, thinking/feeling, reporting), tenses (e.g., present, past, future), and aspects (e.g., simple, progressive, perfect) appropriate for the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on a variety of topics.
C. Connecting	***6. Connecting ideas*** Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using *and, but, so*).	***6. Connecting ideas*** Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., *He stayed at home on Sunday to study for Monday's exam*) or to make a concession (e.g., *She studied all night even though she wasn't feeling well*).	***6. Connecting ideas*** Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., He stayed at home on Sunday to study for Monday's exam), to make a concession (e.g., She studied all night even though she wasn't feeling well), or to link two ideas that happen at the same time (e.g., The students worked in groups while their teacher walked around the room).