Grade Level: 5 Subject: Writing

Trimester 2

Unit: Explanatory/Informative	**Unit Length: 5 weeks**
Enduring Understanding(s): Expository writers get ideas from their lives, their passions, and topics they have expertise in. Expository texts are written to teach readers how to do some activity or understand a process. Expository writing contains interesting words, topic-specific vocabulary, and various text structures and text features to convey their ideas. Expository writers use strong verbs, sensory images, and precise descriptive language to communicate their ideas. Expository writers study mentor authors to learn how to write well.	Essential Question(s):

Common Core Standards	**Common Core en español**
Writing Standards **Text Types and Purposes** 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. ***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. 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 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. **Research to Build and Present Knowledge** 7. Conduct short research projects that build knowledge about a topic. 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **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.	Estándares de escritura y redacción ***Tipos de texto y sus propósitos*** 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. ***Producción y redacción*** 4. Redactan textos claros y coherentes (incluyendo textos de varios párrafos) en cuales el desarrollo y la organización son adecuadas a la tarea, el propósito y la audiencia. 5. Con la orientación y el apoyo de compañeros y adultos, desarrollan y mejoran el escrito según sea necesario mediante la planeación, revisión, corrección, rehacer la redacción o intentar un nuevo enfoque. 6. Con algo de orientación y el apoyo de adultos, usan la tecnología, incluyendo el Internet, para hacer y publicar escritos así como para interactuar y colaborar con los demás demuestran dominio suficiente de las habilidades con el teclado para escribir un mínimo de dos páginas en una sola sesión. **Investigación para la formación y presentación de conocimientos** 7. Llevan a cabo proyectos cortos de investigación que utilizan varias fuentes de información, para ampliar sus conocimientos a través del estudio de diferentes aspectos sobre un tema. 8. Recuerdan información relevante de experiencias o recopilan información importante de materiales impresos y fuentes digitales; hacen resúmenes o parafrasean la información en notas y trabajos terminados, y ofrecen una lista de las fuentes de información. **Rango de escritura y redacción** 10. Escriben habitualmente durante periodos prolongados (tiempo para investigación, reflexión y revisión) y periodos cortos (una sola sesión o uno o dos días), para una serie específicas a una disciplina, propósito y audiencia.

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's writing progress. -Quick writes/Journal samples related to informative writing

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Learning Plan

Mentor Texts for Feature/Informational Articles 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 help students identify the elements of a feature article so they can learn how to write well under the influence of their mentor authors.

English

Mentor Texts for Nonfiction Writing

Information Articles from the following magazines and link below could serve as mentor texts for this unit.

"Ranger Rick"
"National Geographic for Kids"
"Kids Discovery Magazine"
"Time for Kids"

Web articles from

www.timeforkids.com,
www.ajkids.com/news.asp,
www.pbs.org/newshour/extra,
http://news.nationalgeographic.com/kids
http://teacher.scholastic.com/scholasticnews/

Exemplars of feature articles

"Lizards Invade Florida"
"Endangered Species" "
"Hard at Work"
"Counting on Dolphins"
"Too Much Homework!"
"The Truth about Video Games"
"Parent Problems"

Español

Information Articles from the following magazines and link below could serve as mentor texts for this unit.

"Ranger Rick"
"National Geographic for Kids"
"Kids Discovery Magazine"
"Time for Kids"

Web articles from

www.timeforkids.com,
www.ajkids.com/news.asp,
www.pbs.org/newshour/extra,
http://news.nationalgeographic.com/kids
http://teacher.scholastic.com/scholasticnews/

Exemplars of feature articles

" Invasión de lagartos en Florida"
« Animales en peligro de extinción"
"Duros para trabajar"
« Contamos con los delfines"
"¡Demasiada tarea!"
"La verdad acerca de los juegos de video"
"Problemas con los padre"

Invasión de lagartos en Florida by : *Gail Hennessey*
Animales en peligro de extinción
El Nuevo Libro de los Conocimien **February 28, 2001**

Soldados niños puestos en libertad Un ejército africano rebelde ha liberado a más de 2,600 niños en Sudán

Los niños califican la comida de la cafetería *By: Ezra Billinkoff*

Duros para trabajar
En Ecuador, muchos niños van a trabajar en vez de ir a la escuela WORLD REPORT EDITION anuary 24, 2003 Vol.8 No.14
Los iraquíes votan por un nuevo gobierno *By : Steven Ehrenberg*

Resources

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 Information 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:

Feature Article Unit Grades 3-6
http://enlearn.eastnoble.net/mhoffar1/Writing%20Workshop%20Focus%20Lessons/Feature%20Article%20(informational)%20Writing%20(grades%203-6)/Feature%20Article%20Study-%20All%20Lessons.pdf

Feature Article – Grade 4 – Denver Public Schools Language, Literacy, and Cultural Studies
http://curriculum.dpsk12.org/lang_literacy_cultural/literacy/elem_lit/curric_instruc_assess/planning_guides/4/4_2_NF_reading_and_info_writing_writing_lessons.pdf

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

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.k12.ky.us/departments/gheens/Curriculum%20Maps/Curriculum_Map_Literacy.html

K-5 Writers Workshop Lesson on Nonfiction Writing
http://www.humbleisd.net/Page/28851

4-6 Writers Workshop Lessons on Nonfiction Writing
http://www.oakridgeschools.org/Page/1590

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

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Grade Level Standards

Common Core Standards	Common Core en español
Reading Standards 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Estándares de lectura 2. Determinan dos o más ideas principales de un texto y explican la forma en que los detalles clave apoyan dichas ideas; hacen un resumen del texto. 3. Explican la relación o interacción entre dos o más personas, acontecimientos, ideas o conceptos en un texto histórico, científico o técnico, basándose en la información específica en el texto.
Speaking & Listening 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Audición y expresión oral 2. Resumen de un texto leído en voz alta o información presentada en diversos medios de comunicación y formatos visuales, cuantitativos y orales.
Language Standards **1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.*	Estándares de lenguaje **1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y hablar.** b. Forman y usan los tiempos perfectos o verbos compuestos con haber y el participio pasado (ejemplo: Yo había caminado; Yo he caminado; Yo habré caminado). c. Usan el tiempo de los verbos para expresar distintos momentos, secuencias, estados y condiciones, incluyendo el contraste entre los usos del pretérito y copretérito para expresar acción en el pasado. d. Reconocen y corrigen cambios inapropiados en el tiempo de los verbos.* (ejemplo: falta de concordancia entre sujeto y verbo; uso incorrecto de pretérito vs. copretérito; falta de uso del subjuntivo).

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ELD Standards			
Part 1: Interacting in Meaningful Ways			
	Emerging	Expanding	Bridging
A. Collaborative	***2. Interacting via written English*** Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.	***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.	***2. Interacting via written English*** Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.
B. Interpretive	***6. Reading/viewing closely*** a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with substantial support.	***6. Reading/viewing closely*** a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with moderate support.	***6. Reading/viewing closely*** a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with light support.
C. Productive	***10. Composing/Writing*** a) Write short literary and informational texts (e.g., a description of a camel) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently. b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	***10. Composing/Writing*** a) Write short literary and informational texts (e.g., a description of a camel) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently. b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	***10. Composing/Writing*** a) Write longer and more detailed literary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint construction of texts with an adult or 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	***1. Understanding text structure*** Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are organized around ideas) to comprehending texts and writing basic texts.	***1. Understanding text structure*** Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.	***1. Understanding text structure*** Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.
B. Expanding	***3. Using verbs and verb phrases*** Use frequently used verbs (e.g., take, like, eat) and various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the text type and discipline (e.g., simple past 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) and tenses appropriate for the task, text type, and discipline (e.g., simple past for recounting an experience, timeless present for a science description) on an increasing variety of topics.	***3. Using verbs and verb phrases*** Use various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the task and text type (e.g., timeless present for science description, mixture of past and present for narrative or history explanation) on a variety of topics.

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C. Connecting	***6. Connecting ideas*** Combine clauses in a few basic ways to make connections between and join ideas (e.g., You must X *because* X.) or to provide evidence to support ideas or opinions (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 cause/effect (e.g., *The deer ran because the mountain lion came.*), to make a concession (e.g., *She studied all night even though she wasn't feeling well.*), or to provide reasons to support ideas (e.g., X is an *extremely good book because* X.).	***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 cause/effect (e.g., *The deer ran because the mountain lion approached them.*), to make a concession (e.g., *She studied all night even though she wasn't feeling well.*), to link two ideas that happen at the same time (e.g., *The cubs played while their mother hunted.*), or to provide reasons to support ideas (e.g., *The author persuades the reader by* X.).

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Student Work Sample
Appendix C- Informative/Explanatory