Grade Level: 6 Subject: Writing

Trimester 1

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, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic **or thesis statement**; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. 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. Escriben textos informativos/explicativos para examinar un tema y para exponer ideas, conceptos e información a través de la selección, organización y análisis de contenidos relevantes. a. Presentan un tema o tesis; organizan ideas, conceptos e información, utilizando estrategias como definición, clasificación, comparación/ contraste y causa/efecto; incluyendo formateo (por ejemplo: encabezados), diagramas, cuadros y tablas), y multimedia cuando éstos son útiles para ayudar a la comprensión. b. Desarrollan el tema con hechos relevantes, definiciones, detalles concretos, citas, u otra información y ejemplos. c. Usan palabras de transición adecuadas para aclarar la relación entre ideas y conceptos. d. Utilizan lenguaje preciso y el vocabulario específico de la disciplina para informar o explicar sobre el asunto. e. Establecen y mantienen un estilo formal. f. Proveen una conclusión final, que se deriva de la información o la explicación presentada y que la sustenta. ***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. 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. 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. **Investigación para la formación y presentación de conocimientos** 7. Llevan a cabo proyectos breves de investigación con el objetivo de responder a una pregunta. Utilizan diversas fuentes de información y modifican el enfoque de la investigación según sea apropiado. 8. Recopilan información apropiada utilizando múltiples medios impresos y digitales. Evalúan la credibilidad de cada fuente, citan o parafrasean la información y conclusiones de otros autores, evitando el plagio. Incluyen información bibliográfica básica de las fuentes utilizadas. **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: Authentic student work published at the end of the unit scored with a common core aligned rubric.	Other Formative Assessments: -Anecdotal conferring notes/quick writes

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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

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

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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 a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Estándares de lectura 2. Definen el tema o idea principal de un texto y cómo éstos se transmiten a través de determinados detalles específico. Resumen el texto sin dar opiniones o juicios personales. 3. Analizan en detalle cómo se presenta, describe y desarrolla una persona, acontecimiento o idea clave en un texto a través de ejemplos o anécdotas.
Speaking & Listening 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Audición y expresión oral 2. Interpretan la información presentada en una variedad de formatos y medios de comunicación (ejemplo: visuales, cuantitativos y orales). Explican cómo dicha presentación contribuye al tema, texto o asunto que se estudia.
Language Standards **1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** 1.c. Recognize and correct inappropriate shifts in pronoun number and person. 1.e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language 2.b. Spell correctly.	Estándares de lenguaje **1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y hablar.** 1.c. Reconocen concordancia de género y número y corrigen cambios inadecuados en número y persona gramatical de los pronombres. (femenino y masculino mixto: los hermanos referiéndose a un hombre y una mujer).* 1.e. Reconocen las variaciones en el uso del español estándar en la expresion escrita y oral tanto en la suya propia como en la de los demás. Identifican y usan estrategias para mejorar la expresión en el uso convencional del espanol.* 2.b. Escriben con ortografía correcta.

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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	***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. b) Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., *shows that, based on*).	***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. b) Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs (e.g., *suggests that, leads to*).	***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. b) Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., *indicates that, influences*).
C. Productive	***10. Composing/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. Composing/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. Composing/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	***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 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 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 arguments are structured logically around reasons and evidence) 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.

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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., 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*).

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Student Work Sample
Appendix C- Informative/Explanatory