Common Core Unit Map

Grade Level: 5 Subject: Writing

Trimester 3

Unit: Explanatory/Informative Research Report/Informational Book	**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 writers apply the writing process to develop informational texts. 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/Research Report 4-6

A collection of nonfiction books and texts in appropriate languages at a variety of reading levels, including magazines, such as *Time for Kids*, *National Geographic for Kids, The Weekly Reader from Scholastic*, *Ranger Rick, or Highlights.*

The New York Times: www.nytimes.com/learning/students/index.html,
Scholastic: http://teacher.scholastic.com/scholasticnews/
National Geographic Kids: www.nationalgeographic.com/kids/index.html
Time for Kids www.timeforkids.com,
National Geographic for Kids http://news.nationalgeographic.com/kids/

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 features of non fictions texts that they can then integrate into their research report/informational book. The mentor texts are not limited to picture books or magazine articles, they may also be inclusive of published work by student writers.

South Bay Union School District

Published student can be found on the website below. (see grades 3-5 Informative student samples from the website of the South Bay Union School District) http://www.sbusd.org/Page/4420

English

All About Lizards by Jim Arnosky
If You Decide to Go to the Moon by Faith McNulty
The Top of the World by Steve Jenkins
Exploding Ants by *Joanne Settel*
Everglades by Jean Craighead George
Predator! By Bruce Books
The Honey Makers by Gail Gibbons
Wolves, by Seymour Simon
Earthquakes by Seymour Simon
Wildfires by Seymour Simon
Big Cats by Seymour Simon
Stars by Seymour Simon
Life in the Boreal Forest by Brenda Z. Guiberson
Earth: Feeling The Heat by Brenda Z. Guiberson
Soccer in Action by Nikki Walker and Sarah Dann.
Bats! Strange and Wonderful by Laurence Pringle
The Great Kapok Tree, by Lynne Cherry
Honeybees by Deborah Heiligman
How Big is It? A Big Book About Bigness by Ben Hillman
In My Family by Carmen Lomas Garza
In My Momma's Kitchen by Jerdine Nolen
In Our Backyard by Eileen Spinelli
Knucklehead by Jon Scieszka
The Honeymakers by Gail Gibbons
The Life and Times of the Honeybee by Charles Micucci
Weather by Seymour Simon
Urban Roosts Where Birds Nest in the City Barbara Bash
A Desert Scrapbook Virginia Frierson Wright
Sharks by Seymour Simon
Everglades Jean George Craig
A Drop of Water by Walter Wick
Earthquakes by Seymour Simon

Español

Caminos by Jose Marti
Voces by Luis Valdez, Judith Baca and Carlos Jinlay
Pasos by Rita Moreno
Cuadros de me Familia in mi Familia by Carmen Garza
Un paseo por el bosque Iluvioso by K. Pratt
Life in the Rainforest/La vida en las selvas by Lucy Baker (
Mexico the Culture/Mexico: Su cultura by Bobbie Kalman
La vida en los océanos by Lucy Baker
La vida en los desiertos by Lucy Baker

The Math Curse by Jon Scieszka
1000 Facts About the Earth by Moria Butterfield
Pond Year by Kathryn Lasky
Sea Turtles by Gail Gibbons

Culturally Relevant Texts

Marching to Freedom The Story of Martin Luther King, Jr. by Milton, Joyce
Tar Beach by Faith Ringgold
Teammates by Peter Golenback
First in the Field: Baseball Hero Jackie Robinson by Derek Dingle
Henry's Freedom Box by Ellen Levine
Baseball Saved Us by Ken Mochizucki

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:

Link to The Michigan Association of Intermediate School Administrators (MAISA) writing units for K-6.
http://gomaisa-public.rubiconatlas.org/Atlas/Public/View/Default

Refining Informational Writing
http://www.amaesd.net/media/TWP/Grade%20Level%20Teaching%20Resources/5th/Required%20Units/Refining%20Informational%20Writing.pdf

Refining Research and Content Area Writing
http://www.amaesd.net/media/TWP/Grade%20Level%20Teaching%20Resources/5th/Required%20Units/Refining%20Research%20and%20Content%20Area%20Writing.pdf

Informational Writing and Research grades 3-5
http://blogs.muskegonisd.org/writers3to6/files/2009/03/3-6-09-report-research-unit-of-study.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
http://www.pps.k12.or.us/departments/curriculum/2022.htm

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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.** a. Use punctuation to separate items in a series.* 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.** a. Usan la puntuación correcta para separar elementos en una serie.* 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.).