Common Core Unit Map

Grade Level: 6 Subject: Writing

Trimester 3

Unit: Explanatory/Informative - Research Report	**Unit Length: 5 weeks**
Enduring Understanding(s): • Expository writers get ideas from their lives, their passions, and topics they have expertise in. • Expository writers use interesting word choice, topic-specific vocabulary, various text structures and text features to convey their ideas. • Nonfiction writers apply the writing process to develop informational texts. • Expository writers study mentor authors to learn how to write well. • Expository writers use details, pictures, diagrams, and other graphics to enhance the information presented in their writing piece.	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/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

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

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A Drop of Water by Walter Wick *Earthquakes* by Seymour Simon *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 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.** d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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.** d. Reconocen y corrigen pronombres indefinidos cuya identidad o cantidad es imprecisa (alguien, algo, nadie) 2. Demuestran dominio de las convenciones del español estándar respecto al uso de las letras mayúsculas, signos de puntuación y ortografía al escribir, poniendo particular atención a las reglas que difieren del inglés.* 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*).