Common Core Unit Map

Grade Level: 5 Subject: Writing

Trimester 2

Unit: Narrative /Fictional Narrative	**Unit Length: 5 weeks**
Enduring Understanding(s): Writers use story elements to allow their audience to imagine the events as they unfold in a fictional narrative/short story. Writers apply the writing process to construct engaging fictional narratives. Writers lift the level of their writing by studying and learning from authors they admire and in order to emulate their craft techniques in their own writing. Writers use narrative techniques such as dialogue and description to develop fictional narratives and write about them precisely.	Essential Question(s):

Common Core Standards	**Common Core en español**
Writing Standards ***Text Type and Purposes*** 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. ***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. 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. 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.	Estándares de escritura y redacción ***Tipos de texto y sus propósitos*** 3. Escriben narraciones que presentan experiencias o acontecimientos reales o imaginarios, utilizando una técnica eficaz, detalles descriptivos y una secuencia clara de los acontecimientos. a. Orientan al lector al establecer una situación y presentar al narrador y/o a los personajes; organizan una secuencia de acontecimientos que se desarrolla de forma natural. b. Usan técnicas de narración, como el diálogo, descripciones y ritmo, para presentar las experiencias y acontecimientos o para mostrar la reacción de los personajes a las situaciones. c. Usan una variedad de palabras, frases y cláusulas de transición para manejar la secuencia de los acontecimientos. d. Usan palabras y frases concretas y detalles sensoriales para comunicar con precisión las experiencias y acontecimientos. e. Ofrecen una conclusión derivada de las experiencias o acontecimientos narrados. ***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. ***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: An anecdotal conferring note of student's writing progress. Quick writes/Journal samples related to fictional narrative writing

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Learning Plan

Mentor Texts for Fictional Narrative Grade 5

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.

English	Español
The Sweetest Fig by Chris Van Allsburg	
Just a Dream by Chris Van Allsburg	En Mi Familia by Carmen Lopez Garza
The True Story of the 3 Little Pigs Jon Scieszka	Me llamo Yoon by Helen Recorvits
The Mystery of Harris Burdick by Chris VanAllsburg	Cuadros de familia by Carmen Lomas Garza
Bedhead by Maggie Palatini	La Isla by Arthur Dorros
Brave Irene by William Steig	Graciela asombrosa by Mary Hoffman
Piggie Pie by Margie Palatini	La Fiesta De Las Tortillas by Jorge Argueta
Stellaluna by Janell Cannon	Mi diario de aqui hasta alla by Amada Irma Perez
The Day Jimmy's Boa Ate the Wash by Trinka Noble	EL Chocolate de Abuelita by Mara Price
The Memory String Bunting, Eve	Mi propio cuartito by Amada Irma Perez
Big Al by Andrew Clements	Que Monton de Tamales by Gary Soto
Gordon McDonald Partridge by Mem Fox	
Just Plain Fancy by Patricia Polacco.	
My Great Aunt Arizon by Gloria Houston	
Sylvester and the Magic Pebble, by William Stieg	
Babushka's Doll by Patricia Polacco	
Wednesday Surprise by Eve Bunting	
Fireflies by Julie Brinkloe	
Stand Tall, Molly Lou Melon by Patty Lovell	
Through Grandpa's Eyes by Patricia MaLachlan	
Thunder Cake! by Patricia Polacco	
The Secret Shortcut by Mark Teague	
Chrysanthemum by Kevin Henkes Just Plain Fancy by Patricia Polacco	

Short Stories

The Circuit Francisco Jimenez - "Soledad"

More Funny Stories (chosen by) Roger McGough

- "In the Shower with Andy"

Every Living Thing by Cynthia Rylant

- "Slower Than the Rest"

Baseball in April and Other Stories By: Gary Soto

- "Barbie"
- "The No-Guitar Blues"
- "La Bamba"
- "The Marble Champ"

Petty Crimes By Gary Soto

- "Mother's Clothes"

Culturally Relevant Texts

Your Move by Eve Bunting

Amelia's Road Linda Jacobs Altman

The Royal Bee by Frances and Ginger Park

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

In my Family by Carmen Lopez Garza

My Name is Yoon by Helen Recorvits

Smoky Night by Eve Bunting

The Name Jar by Yangsook Choi

One Green Apple by Eve Bunting

Snapshots from the Wedding by Gary Soto
A Chair for my Mother by Vera Williams

Family Pictures by Carmen Lomas Garza

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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 ***by*** 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 and Rose Cappelli
Nonfiction Mentor Texts: Teaching Informational Writing Through Children's Literature, K-8 by Lynne R. Dorfman and Rose Cappelli

Writing Fiction: Big Dreams, Tall Ambitions by Lucy Calkins and M. Colleen Cruz

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
Fiction Narrative for Third Grade – (This unit could be adapted for fifth and sixth grade)

Portland Public Schools/K-5 Writing Units of Study
Imagined Narrative
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 theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Estándares de lectura 2. Determinan el tema de un cuento, obra de teatro o poema utilizando los detalles en el texto, incluyendo cómo los personajes en un cuento u obra de teatro responden a retos o cómo la voz del poeta reflexiona sobre un tema; hacen un resumen del texto. 3. Comparan y contrastan uno o más personajes, escenarios o acontecimientos en un cuento u obra de teatro, basándose en detalles específicos del texto (ejemplo: cómo interactúan los personajes).
Speaking & Listening 1. Engage effectively in a range of collaborative Discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	Audición y expresión oral 1. Participan eficazmente en una serie de conversaciones colaborativas (en pares, en grupos, y dirigidas por el maestro) con diversos compañeros sobre temas y textos de quinto grado, elaborando sobre las ideas de los demás y expresando las propias con claridad. a. Vienen preparados a las conversaciones, después de haber leído o estudiado el material necesario; se basan explícitamente en esa preparación y otra información conocida sobre el tema para explorar las ideas que se están tratando. b. Siguen las reglas acordadas para participar en las conversaciones y llevar a cabo las funciones asignadas. c. Plantean y contestan preguntas específicas al hacer comentarios que contribuyen a la conversación y expanden los comentarios de los demás. d. Revisan las ideas clave expresadas y hacen conclusiones tomando en cuenta la información y el conocimiento obtenido de las conversaciones previas.
Language Standards ***1. Demonstrate command of the conventions of standard English gram*** 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 al 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.	***10. Composing/Writing*** a) Write longer literary and informational texts (e.g., an informative report on different kinds of camels) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.	***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.
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	***4. Using nouns and noun phrases*** Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	***4. Using nouns and noun phrases*** Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	***4. Using nouns and noun phrases*** Expand noun phrases in an increasing variety of ways (e.g., adding comparative/superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.

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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.).