Common Core Unit Map

Grade Level: 6 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 event or experience in a fictional narrative/short story. 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 apply the writing process to construct engaging fictional narratives. Writers use crafting techniques such as dialogue and description to develop personal experiences 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, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. 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 para relatar experiencias o acontecimientos reales o imaginarios utilizando una técnica eficaz, detalles descriptivos relevantes y secuencias de acontecimientos bien estructurados. a. Involucran y orientan la atención del lector al establecer un contexto y presentar al narrador y/o a los personajes. Organizan una secuencia de acontecimientos que se desarrolla de forma natural y lógica. b. Utilizan técnicas de narración como el diálogo, el ritmo y las descripciones para desarrollar las experiencias y los acontecimientos y/o los personajes. c. Utilizan una variedad de palabras de transición, frases y cláusulas para expresar secuencia y señalar cambios de un cierto tiempo y ambiente/escenario a otro. d. Utilizan palabras y frases precisas, detalles descriptivos concretos y lenguaje sensorial, para comunicar experiencias y acontecimientos. e. Proveen una conclusión, derivada de las experiencias o los acontecimientos narrados. ***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. ***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:	Other Formative Assessments:
Authentic student work published at the end of the unit scored with a Common Core Aligned Rubric.	An anecdotal conferring note of student's writing progress. Quick writes/Journal samples related to fictional narrative writing

Grade Level: 6 Subject: Writing
Trimester 2

Learning Plan

Mentor Texts for Fictional Narrative

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

The Sweetest Fig by Chris Van Allsburg

Just a Dream by Chris Van Allsburg

The True Story of the 3 Little Pigs Jon Scieszka

The Mystery of Harris Burdick by Chris VanAllsburg

Bedhead by Maggie Palatini

Brave Irene by William Steig

Piggie Pie by Margie Palatini

Stellaluna by Janell Cannon

The Day Jimmy's Boa Ate the Wash by Trinka Noble

The Memory String Bunting, Eve

Big Al by Andrew Clements

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

Español

En Mi Familia by Carmen Lopez Garza

Me llamo Yoon by Helen Recorvits

Cuadros de familia by Carmen Lomas Garza

La Isla by Arthur Dorros

Graciela asombrosa by Mary Hoffman

La Fiesta De Las Tortillas by Jorge Argueta

Mi diario de aqui hasta alla by Amada Irma Perez

EL Chocolate de Abuelita by Mara Price

Mi propio cuartito by Amada Irma Perez

Que Monton de Tamales by Gary Soto

Grade Level: 6 Subject: Writing

Trimester 2

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

Grade Level: 6 Subject: Writing
Trimester 2

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 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 by 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

Realistic Fiction – The third grade unit is appropriate for grades 3-6.
http://gomaisa-public.rubiconatlas.org/Atlas/Browse/UnitMap/View/Default?strkeys=realistic+fiction&UnitID=17866&YearID=2014&CurriculumMapID=895&

Portland Public Schools/K-5 Writing Units of Study
Imagined Narrative
http://www.pps.k12.or.us/departments/curriculum/2022.htm

Grade Level: 6 Subject: Writing
Trimester 2

Grade Level Standards

Common Core Standards	Common Core en español
Reading Standards 2. Determine a theme or 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. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Estándares de lectura 2. Definen el tema o idea principal de un texto y cómo ésta se transmite a través de determinados detalles; Resumen el texto sin dar opiniones o juicios personales. 3. Describen cómo cuento determinado o la trama de una obra de teatro se desarrolla en una serie de episodios. Describen también cómo responden o cambian los personajes a medida que la trama se va desarrollando.
Speaking & Listening 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, 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 by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Audición y expresión oral 1. Participan eficazmente en una serie de conversaciones colaborativas con diferentes interloctores (uno-a-uno, en grupos y dirigidas por el maestro) sobre temas, textos y asuntos correspondientes al sexto grado. Contribuyen a las ideas de los demás y expresan sus propias ideas con claridad. a. Llegan preparados para participar en las conversaciones en clase, después de haber leído o estudiado el material necesario. Hacen uso explícito de esa preparación al hacer referencia a la evidencia que sustenta el tema, texto o asunto para profundizar y reflexionar sobre las ideas que se discuten. b. Siguen las reglas establecidas para participar en conversaciones con compañeros. Establecen metas específicas y fechas límite. Definen los papeles de cada compañero según sea necesario. c. Plantean y responden a preguntas específicas con profundidad y detalle, al hacer comentarios que contribuyen al tema, texto o asunto que se discute. d. Repasan las ideas clave expresadas. Demuestran comprensión de múltiples perspectivas a través de la reflexión y el parafraseo.
Language Standards ***1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*** c. Recognize and correct inappropriate shifts in pronoun number and person.* 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***. b. Spell correctly.	Estándares de lenguaje **1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar.** 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).* d. Reconocen y corrigen pronombres indefinidos cuya identidad o cantidad es imprecisa (alguien, algo, nadie) **2. Demuestran dominio de las normativas del español estándar para el uso de las letras mayúsculas, signos de puntuación y ortografía al escribir.** b. Escriben con ortografía correcta.

Grade Level: 6 Subject: Writing
Trimester 2

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.	***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.	***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.
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	***4. Using nouns and noun phrases*** Expand noun phrases in simple ways (e.g., adding a sensory 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.

Grade Level: 6 Subject: Writing

Trimester 2

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*).