Common Core Unit Map

Grade Level: 5 Subject: Writing

Trimester 3

Unit: Opinion Writing/Essay	**Unit Length: 5 weeks**
Enduring Understanding(s): Opinion writing comes in various forms, but is always intended to convince the reader of a point of view. Writers can influence a reader by supporting their point of view with convincing reasons and evidence supported by facts. Writers apply the writing process to construct an effective, engaging opinion piece.	Essential Question(s):
Common Core Standards	**Common Core en español**
Text Type and Purposes 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*). d. Provide a concluding statement or section related to the opinion presented. ***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. (Grade-specific expectations for writing types are defined in standards 1–3.) 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 14.) 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.	**Tipos de textos y sus propósitos** 1. Escriben propuestas de opinión sobre temas o textos, apoyando su punto de vista con razones e información. a. Presentan un tema o texto con claridad, expresan su opinión, y elaboran una estructura organizativa en la cual las ideas son agrupadas de forma lógica para apoyar el propósito del escritor. b. Proveen razones ordenadas de forma lógica que se apoyan por hechos y detalles. c. Conectan la opinión y sus razones utilizando palabras, frases y cláusulas (ejemplo: a fin de, asimismo). d. Proveen una declaración final o concusión que confirma la opinión presentada. ***Producción y redacción*** 4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 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. (Editing for conventions should demonstrate command of language standards 1–3 up to and including grade 5 on pages 13-16.) 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. ***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: This assessment will be an on-demand – that is, it aims to assess kids' ability to independently read informational texts and construct a written argument that incorporates multiple sources of information. The assessment will consist of five tasks; the final product being an argumentative essay about whether you're in favor or against extending the school day. Directions for administrations, student testing booklet, and Common Core Aligned opinion writing rubrics will be provided by the district.	Other Formative Assessments: An anecdotal conferring note of student's writing progress. Quick writes/Journal samples related to opinion writing

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Learning Plan

Mentor Texts for Opinion Writing 5-6

The mentor text list below is not exhaustive; it's intended to serve as list of recommendations of texts to be read aloud during the unit. Students will also need access to short nonfiction articles so they can identify an author's opinion, and evidence that supports their thinking. The Time for Kids articles listed below are intended to spark debate and help students begin to develop arguments on topics that matter to them.

Scholastic News
http://sni.scholastic.com/sn3
Time for Kids
http://www.timeforkids.com/

"Should Schools Ban Soda?" by: Laura Leigh Davidson
"Get Your Healthy Lunches! "By Alexandra Sifferlin
"Obesity Rates Falling" by Cameron Keady
"The Tube, Food, and You "by Alice Park
"Bye, Bye, Junk Food" By Alexandra Sifferlin
"Big Drinks Are Back" by Alice Park
"Goodbye Big Drinks" by Alice Park
"Sleep Tight" by Alice Park

" Bullying When Should Schools Intervene" by Sarah Glynn
"Why Do Stars Think It's Ok to Sell Soda?" by Mark Bittman
"Time to stop selling out for soda" by Derrick Z. Jackson
"How safe is school cafeteria food? By Chris Hansen
LAUSD's healthful new lunches are better for kids. Of course, not everyone is sold"By Robert Gottlieb
"Do Uniforms make schools better?" By Marian Wilde
"Extended school days under consideration in District public schools" by Bill Turque

"Hot Potato Issue" by Kelli Plasket
"The Idea of Extending the School day-and year is gaining Momentum. (Sorry Kids)." By Sehba Ali
"Teachers use cell phones in the Classroom" by Jason Koebler
"Why School Cafaterias are Dishing out Fast Food" by Deborah Lehmann
"Why Facebook Makes you Feel Bad About Yourself" by Alexandra Sifferl

This Scholastic Magazine contains a debate/essay kit. Although you cannot print the article, you can project it as a PDF if you have the technology capabilities.
http://www.scholastic.com/scopemagazine/index.html
Scope Debate/Essay Kit Topics
"Is Facebook Making You Mean?"
"Is the cafeteria ruining your life?"
"Should Barry Bonds be in the Hall of Fame?"
"Are you a screen addict?"
"School Uniforms Awesome or Awful?"
"Are sports ruining your life?"

English

- I Wanna Iguana by Karen Kaufman Orloff
- Those Shoes by Maribeth Boelts
- The Recess Queen by Alex O'neil
- Should There Be Zoos? by Tony Stead and Judy Ballester
- Earrings by Judith Viorst
- The Salamander Room by Anne Maze
- Freedom Summer by Deborah Wiles (CLR)
- The Best Town in the World by Byrd Baylor
- A Pig Parade is a Terrible Idea by Micheal Ian Black
- The Great Kapok Tree: A Tale of the Amazon Rain Forest by Lynne Cherry

Español

Clic, clac, muu: vacas escitoras por Dorreen Cronin

El cartero simpatico bolsillo por Janet y Alan ahlberg

Quigue Duerme fuera de casa por Cynthia Rylant

¿Debería haver zoológicos ? por Tony Stead and Judy Ballester

¡No deces que la paloma conduzca el autobús! Por Mo Willems

Pato para presidente por Dorreen Corin

El Gran Copoquero: Un cuento de las selva amazonia por Lynne Cherry

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Resources

Professional Resources:

Nonfiction Craft Lessons by Fletcher and Portalupi
Teaching the Qualities of Writing by Fletcher and Portalupi
Making Revision Matter by Janet Angelillo
The Revisers Toolbox by Barry Lane
Writer's Notebook, Aimee Buckner
Lessons for the Writer's Notebook by Fletcher and Portalupi
Lessons That Change Writers by Nancie Atwell
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 Author, Mentor Texts, by Ralph Fletcher
I *Can Write Like That!: A Guide to Mentor Texts and Craft Studies for Writers' Workshop, K-6* by Susan Ehman and Kellyann Gayer
*Mentor Texts: Teaching Writing Through Children's Literature, K-6*byLynne R. Dorfman by Rose Cappelli
Nonfiction Mentor Texts: Teaching Informational Writing Through Children's Literature, K-8 by Lynne R. Dorfman and Rose Cappelli

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
Persuasive Letters for Grade 4
http://gomaisa-public.rubiconatlas.org/Atlas/Browse/UnitMap/View/Default?strkeys=persuasive+letter&UnitID=17871&YearID=2014&CurriculumMapID=896&
Persuasive Essay – Grade 5
http://gomaisa-public.rubiconatlas.org/Atlas/Browse/UnitMap/View/Default?strkeys=persuasive+essay&UnitID=17880&YearID=2014&CurriculumMapID=897&

Persuasive Unit for grades 3-6
http://enlearn.eastnoble.net/mhoffar1/Writing%20Workshop%20Focus%20Lessons/Persuasive%20Writing%20Unit%20of%20Study%20(grades%203-8)/persuasive%20writing%20unit%20all%20lessons.pdf
Persuasive Writing Resources
http://www.hallco.org/literacy/index.php?option=com_content&view=article&id=7&Itemid=6

Portland Public Schools/K-5 Writing Units of Study
Persuasive Essay Grades 4 and 5
http://www.pps.k12.or.us/departments/curriculum/2022.htm

Knox Education K-6 Lesson Resources for all three genres
http://www.knoxeducation.com/teaching-writing-common-core-standards

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Grade Level Standards

Common Core Standards	Common Core en español
Reading Standards 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Estándares de lectura 8. Explican cómo el autor utiliza razones y evidencias para apoyar a determinados puntos en un texto, identificando que razones y evidencia corresponden a cada punto.
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.	1 Audición y expresión oral . 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 **Language Standards** ***2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing***. a. Use punctuation to separate items in a series.* c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate title of works.	Estándares de lenguaje 2. Demuestran domino de las normativas del español estándar para el uso de las letras mayúsculas, signos de puntuación y ortografía al escribir. a. Usan la puntuación correcta para separar elementos en una serie.* c. Usan una coma para dar entrada a las palabras sí y no (ejemplo: Sí, gracias) para separar una cláusula final interrogativa del resto de la oración (ejemplo: Es verdad, ¿no?), y para indicar una expresión directa (ejemplo: ¿Eres tú, Esteban?). d. Usan la letra cursiva o bastardilla para indicar los títulos de las obras.

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ELD Standards			
Part 1: Interacting in Meaningful Ways			
	Emerging	Expanding	Bridging
A. Collaborative	***3. Offering opinions*** Negotiate with or persuade others in conversations using basic learned phrases (e.g., *I think . . .*), as well as open responses, in order to gain and/or hold the floor.	3. Offering opinions Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., I agree with X, but . . .), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, etc.	***3. Offering opinions*** Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., *That's an interesting idea. However . . .*), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.
B Interpretive	***7. Evaluating language choices*** Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence) with prompting and substantial support.	7. Evaluating language choices Explain how well writers and speakers use language resources to support an opinion or present an idea (e.g., whether the vocabulary used to provide evidence is strong enough, or if the phrasing used to signal a shift in meaning does this well) with moderate support.	***7. Evaluating language choices*** Explain how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to provide evidence or describe characters, or if the phrasing used to introduce a topic is appropriate) with light support.
C. Productive	***10. 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. ***11. Supporting opinions*** a) Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content with substantial support. b) Express ideas and opinions or temper statements using basic modal expressions (e.g., *can, has to, maybe*).	***10. 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. 11. Supporting opinions a) Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts from a text) or relevant background knowledge about content. b) Express attitude and opinions or temper statements with familiar modal expressions (e.g., maybe/probably, can/must).	10. 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. ***11. Supporting opinions*** a) Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quoting the text directly or specific events from text) or relevant background knowledge about content. b) Express attitude and opinions or temper statements with nuanced modal expressions (e.g., *probably/certainly, should/would*) and phrasing (e.g., *In my opinion . . .*).
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.).