### Common Core Unit Map

**Grade Level:** 6  
**Subject:** Writing

<table>
<thead>
<tr>
<th>Unit: Opinion Writing</th>
<th>Unit Length: 5 weeks</th>
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</table>
| **Enduring Understanding(s):**  
Writers can influence a reader by supporting their point of view with convincing reasons and evidence.  
Opinion writing comes in various forms, but is always intended to convince the reader of a point of view.  
Writers angle their writing in such a way to convince the reader to believe in their claim.  
Writers apply the writing process to construct an effective, opinion piece/ essay. |
| **Essential Question(s):** |

#### Text Type and Purposes
1. Write arguments to support claims with clear reasons and relevant evidence.  
a. Introduce claim(s) and organize the reasons and evidence clearly.  
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.  
d. Establish and maintain a formal style.  
e. Provide a concluding statement or section that follows from the argument presented.

#### Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)  
5. With some 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 6 on page 30.)  
6. 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 three 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.

### 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 three tasks; the final product being an argumentative letter on whether it is a good idea to allow pets in the classroom.

- **Other Formative Assessments:**  
- Anecdotal conferring notes of student’s writing progress.  
- Quick writes/Journal samples related to opinion writing

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**Revised June 2013**
Mentor Texts for Opinion Writing

The mentor text list below is not exhaustive; it’s intended to serve as list of recommendations of texts to be read aloud, used for craft study, or to spark writing topics or ideas. Students will also need access to short nonfiction articles so they can identify an author’s argument/claim and identify the evidence the author uses to support their claim. 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.

“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
“Sleep Tight” by Alice Park
“Hot Potato Issue” by Kelli Plasket

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<thead>
<tr>
<th>English</th>
<th>Español</th>
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<tr>
<td>I Wanna Iguana by Karen Kaufman Orloff</td>
<td>Clic, clac, muu: vacas escotoras por Dorreen Cronin</td>
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<tr>
<td>Those Shoes by Maribeth Boelts</td>
<td>El cartero simpático bolsillo por Janet y Alan Ahlberg</td>
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<tr>
<td>The Recess Queen by Alex O’neil</td>
<td>¿Debe haber zoológicos ? por Tony Stead and Judy Ballester</td>
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<tr>
<td>Should There Be Zoos? by Tony Stead and Judy Ballester</td>
<td>¡No deces que la paloma conduzca el autobús! Por Mo Willems</td>
</tr>
<tr>
<td>Earrings by Judith Viorst</td>
<td>Pato para presidente por Dorreen Corin</td>
</tr>
<tr>
<td>The Salamander Room by Anne Maze</td>
<td>El Gran Copoquero: Un cuento de las selva amazonia por Lynne Cherry</td>
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<tr>
<td>Freedom Summer by Deborah Wiles (CLR)</td>
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<tr>
<td>The Best Town in the World by Byrd Baylor</td>
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<tr>
<td>A Pig Parade is a Terrible Idea by Michele Ian Black</td>
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<tr>
<td>The Great Kapok Tree: A Tale of the Amazon Rain Forest by Lynne Cherry</td>
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<tr>
<td>Talking Points for Kids from Text Project 4-6</td>
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<tr>
<td><a href="http://www.textproject.org/students/talking-points-for-kids">http://www.textproject.org/students/talking-points-for-kids</a></td>
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<tr>
<td>Scholastic Scope- Magazine 6-8</td>
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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* by 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* 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
*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
Lesson Planning Resources available online:

Link to The Michigan Association of Intermediate School Administrators (MAISA) writing units for K-6.
Persuasive Letters for 4th Grade
Persuasive Essay for 5th Grade
Argument writing - Making a claim and supporting in Grade 6
Letter of Complaint – Sixth Grade
http://gomaisa-public.rubiconatlas.org/Atlas/Public/View/Default

Hall County Schools Launching Writer’s Workshop Units of Study

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

Jefferson County Public Schools/Literacy Resource Closet K-5 Resources
http://www.jefferson.kyschools.us/Departments/Gheens/LiteracyCloset/Writing%20Workshop%20Instructional%20Materials.html

Michigan’s Mission Impossible K-3 Lesson Resources
http://www.missionliteracy.com/page79/page80/page82/page82.html

Stanislaus County office of Education – Opinion Units for K-12 from MAISA- Michigan Association of Intermediate Schools
http://www.stancoe.org/SCOE/iss/common_core/ela/ELA_sample_units.htm

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

1. **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
   - Use all pronouns, including intensive pronouns (e.g., *myself, ourselves*) correctly.
   - Recognize and correct inappropriate shifts in pronoun number and person.*
   - Ensure that pronouns are in the proper case (subjective, objective, possessive).
   - Recognize variations from standard English in their own and others' writing and speaking, and identify use strategies to improve expression in conventional language.*
   - Language Standards (continued)

2. **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
   - Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*

### 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.

### Reading Standards

8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

### Estándares de lectura

8. Sigan el argumento de un texto y sus afirmaciones específicas. Distinguan aquellas afirmaciones que se sustentan en razones y evidencias, de aquéllas que no lo son.

### Estándares de audición

1. Participan eficazmente en una serie de conversaciones colaborativas con diferentes interlocutores (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 contribuyan 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.

### Estándares de lenguaje

1. Demuestran dominio de las normas y convenciones de la gramática y el uso del español estándar al escribirlo o hablarlo.
   - b. Utilizan correctamente todos los pronombres.
   - c. Reconocen concordancia de género y número y corrijen cambios inadecuados en número y persona gramatical de los pronombres. (femenino y masculino mixto: los hermanos referiéndose a un hombre y una mujer).*
   - e. Reconocen las variaciones en el uso del español estándar en la expresión escrita y oral tanto en la suya propia como en la de los demás. Identifican y usan estrategias para mejorar la expresión en el uso convencional del español.*

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.*
   - a. Utilizan la puntuación correcta (comas, paréntesis, guiones) para distinguir elementos parentélicos que se intercalan en una oración.*
# Common Core Unit Map

**Grade Level:** 6  
**Trimester 1**

## ELD Standards

### Part 1: Interacting in Meaningful Ways

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<thead>
<tr>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
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<tbody>
<tr>
<td><strong>A. Collaborative</strong></td>
<td><strong>B. Interpretive</strong></td>
<td><strong>C. Productive</strong></td>
</tr>
<tr>
<td><strong>3. Supporting opinions and persuading others</strong></td>
<td>Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using basic learned phrases (e.g., <em>I think . . ., Would you please repeat that?</em>), as well as open responses.</td>
<td>Negotiate with or persuade others in conversations using appropriate register (e.g., to reflect on multiple perspectives) using a variety of learned phrases, indirect reported speech (e.g., <em>I heard you say X, and Gabriel just pointed out Y</em>), as well as open responses.</td>
</tr>
<tr>
<td><strong>7. Evaluating language choices</strong></td>
<td>Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) with substantial support.</td>
<td>Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) with light support.</td>
</tr>
<tr>
<td><strong>10. Writing</strong></td>
<td>a) Write short literary and informational texts (e.g., an argument for protecting the rainforests) collaboratively (e.g., with peers) and independently.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>11. Justifying/arguing</strong></td>
<td>a) Justify opinions by providing some textual evidence (e.g., quoting from the text) or relevant background knowledge with substantial support.</td>
<td>a) Justify opinions or persuade others by providing relevant textual evidence (e.g., quoting from the text or referring to what the text says) or relevant background knowledge with moderate support.</td>
</tr>
<tr>
<td><strong>b) Express attitude and opinions or temper statements with some basic modal expressions (e.g., <em>can, has to</em>).</strong></td>
<td>b) Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <em>maybe/probably, can/could, must</em>).</td>
<td>b) Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <em>probably/certainly/definitely, should/would, might</em> and phrasing (e.g., <em>In my opinion . . .</em>).</td>
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### Part 2: Learning About How English Works

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<thead>
<tr>
<th><strong>A. Structuring</strong></th>
<th><strong>B. Understanding text structure</strong></th>
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<tbody>
<tr>
<td><strong>1. Understanding text structure</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>2. Understanding text structure</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>3. Understanding text structure</strong></td>
<td>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.</td>
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**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.

6. **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.

**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).
Student Writing Sample

Appendix C – Argument (Opinion)