Common Core Unit Map

Grade Level: 6 Subject: Writing

Trimester 3

Unit: Opinion Writing/Essay	**Unit Length: 5 weeks**
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):
Common Core Standards	**Common Core en español**
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.	***Tipos de textos y sus propósitos*** 1. Escriben argumentos para sustentar con razones claras y con evidencias relevantes las afirmaciones hechas. a. Presentan afirmaciones y organizan sus razones y evidencia con claridad. b. Sustentan con razones claras y evidencias relevantes las afirmaciones hechas. Utilizan fuentes fidedignas y demuestran que comprenden el asunto o texto. c. Usan palabras, frases y cláusulas para aclarar la relación entre las afirmaciones hechas y las razones dadas. d. Establecen y mantienen un estilo formal. e. Proveen una conclusión final, derivada del argumento presentado. **Producción y redacción de la escritura** 4. Producen escritos claros y coherentes cuyo desarrollo, organización y estilo son adecuados para la asignación, el propósito y el público o lector. (Las expectativas específicas correspondientes al grado escolar para cada tipo de escritura se definen en los estándares #1–3 anteriormente mencionados.) 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. (La revisón y corrección de la escritura debe demostrar el dominio de las normas y convenciones señaladas en los estándardes de lenguaje #1-3 correspondiendo a los grados anteriores e incluyendo el sexto grado). 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: 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 on limited or extensive use of technology in the classroom.	Other Formative Assessments: -Anecdotal conferring notes of student's writing progress -Quick writes/Journal samples related to opinion writing

Grade Level: 6
Trimester 3

Subject: Writing

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 or possibly used to introduce writing craft .

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
- Talking Points for Kids from Text Project 4-6
- http://www.textproject.org/students/talking-points-for-kids
- Scholastic Scope- Magazine 6-8

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

Grade Level: 6 Subject: Writing

Trimester 3

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
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.
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

Persuasive Unit for grades 4-6
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

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

Grade Level: 6 Subject: Writing

Trimester 3

Grade Level Standards

Common Core Standards	Common Core en español
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. Siguen y evalúan el argumento de un text y sus afirmaciones específicas. Distinguen aquellas afirmaciones que se sustentan en razones y evidencias, de aquéllas que no lo son.
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.	Estándares de audición 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.*** b. Use all pronouns, including intensive pronouns (e.g., *myself, ourselves*) correctly. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* 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***. b. Spell correctly.	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. 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.**** . b. Escriben con ortografía correcta.

Grade Level: 6
Trimester 3

Subject: Writing

ELD Standards			
Part 1: Interacting in Meaningful Ways			
	Emerging	Expanding	Bridging
A. Collaborative	***3. Supporting opinions and persuading others*** 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., *I think . . . , Would you please repeat that?*), as well as open responses.	3. Supporting opinions and persuading others Negotiate with or persuade others in conversations (e.g., to provide counter] arguments) using an expanded set of learned phrases (I agree with X, but . . .), as well as open responses.	***3. Supporting opinions and persuading others*** 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., *I heard you say X, and Gabriel just pointed out* Y), as well as open responses.
B. Interpretive	***7. Evaluating language choices*** 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.	***7. Evaluating language choices*** Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) with moderate support.	***7. Evaluating language choices*** 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.
C. Productive	***10. Writing*** a) Write short literary and informational texts (e.g., an argument for protecting the rainforests) collaboratively (e.g., with peers) and independently. ***11. Justifying/arguing*** a) Justify opinions by providing some textual evidence (e.g., quoting from the text) or relevant background knowledge with substantial support. b) Express attitude and opinions or temper statements with some basic modal expressions (e.g., *can, has to*).	***10. 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. ***11. Justifying/arguing*** 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. b) Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., *maybe/probably, can/could, must*).	***10. 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. ***11. Justifying/arguing*** a) Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., quoting from the text directly or referring to specific textual evidence) or relevant background knowledge with light support. b) Express attitude and opinions or temper statements with nuanced modal expressions (e.g., *probably/certainly/definitely, should/would, might*) 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 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.

Grade Level: 6 Subject: Writing

Trimester 3

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.
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*).

Grade Level: 6 Subject: Writing
Trimester 3