

Grade 6:

For use with The Comprehensive Expository and Opinion Writing Guide for Grades 6-8

Unit 1- Expository/Opinion 8 wks

Unit 2- Argument 8 wks

Unit 3- Narrative 12 wks

Unit 4- Application and Integration 4 wks

Argument writing is best built upon a solid foundation in expository/ informative and opinion writing. Students who have a strong grasp of the organization, purpose, and range of skills necessary for powerful exposition will be able to translate and apply these to argument writing. (Comprehensive Argument Writing Guide, p. 4).

Writing lessons are based on a 45 minute period. You will note the lesson length under the column “# of periods per lesson”.

bolded=standard used for first time in this unit

Section 1: Recognizing Genre/ Organization (4 ½ days) # of periods per lesson

- Define and Compare the Expository and Opinion Pillars – p. 17-21 ½
 - **W.6.2, W.6.4**
- Recognizing Genre – p. 27-29 ½
 - **RL.6.10, W.6.2, W.6.3, W.6.4**
- Distinguish Between Expository and Opinion Writing – p. 30-36 ½
 - **RI.6.5, RI.6.6, W.6.1, W.6.2**
- Expository and Narrative Book Covers and Summaries - p. 37-42
- Strategic Reading- Informed Writing – p. 43-58 1
 - **RI.6.2, W.6.2, W.6.2.A**
- Strategic Reading: Organization and Text Conventions - p. 59-71 1
 - RI.6.2, W.6.2, W.6.2.A
- Close Reading Challenge - p. 72-74 1
 - RI.6.2, W.6.2, W.6.2.A
- Analyzing and Annotating Expository and Opinion Writing – p. 75-127 2
 - RI.6.2, **RI.6.4, W.6.2**

Note: It is recommended that the Narrative Diamond, Expository Pillar, Opinion Pillar, and each accompanying summarizing framework be visible for reference in the classroom. Laminating them will also allow

for reinforcement as you identify elements and summarize with a non-permanent marker with any text read.

Time-saver Tip: Utilize the “Make It Your Own” instructions on p. 104-105 to create cross-curricular connections. You will also notice that textbooks and many magazine articles lend themselves well to the annotation and analysis process.

- Finding Irrelevant, Extraneous Details - p. 128-136 ½
 - RI.6.2, **W.6.2.B**
- Expository and Argumentative Pieces for Comparison - p. 137-153 1
 - RI.6.2, RI.6.4, W.6.2
- Cut and Paste Activities - p. 154-164 1
 - RI.6.5, W.6.2.B

Section 2: Broad Yet Distinct Main Ideas (6 days)

- Sort and Categorize – p. 171-174 ½
 - W.6.2.A, **W.6.2.B**
- Compare These Pieces – p. 175-185 1
 - **RI.6.1**, RI.6.2, W.6.2.A, W.6.2.B, **W.6.2.D**
- Pick, List and Choose – p. 186-188 1
 - W.6.2.B, W.6.2.D, **W.6.5**, **SL.6.1**, **SL.6.1.C**, **L.6.6**
- ****Pick, List, Choose, Ask, Find- Main Ideas For Sci/SS - p. 189-196** (1)
 - W.6.2.B, W.6.2.D, W.6.5, **W.6.7**, **SL.6.1**, **SL.6.1.C**, **L.6.6**

Note: This lesson can be used when introducing a new unit of study in Science or Social Studies to allow opportunity to assess students' existing knowledge of the topic. It will also help make instruction more engaging as it pinpoints students' areas of interest related to the topic.

- Main Ideas- Don't Overlap Them! – p. 197-209 1
 - W.6.2.A
- Main Ideas - Broad or Too Narrow? - p. 210-221 1
 - W.6.2.A
- Recognizing Givens and Variables in Prompts and Assignments - p. 222-225 1
 - W.6.4
- Generating Broad Yet Distinct Main Ideas – p. 226-230 ½
 - W.6.2.A, W.6.5

Time-saver tip: Continue application across content areas. For example, if the topic in math is fractions, students might have (1)parts of a

fraction, (2)how fractions and decimals relate, and (3)fractions in the real world as their main ideas. Main idea sentences might be written as:
(1)Take a close look at a fraction and you will understand the significance of its parts.(2) Did you realize that fractions and decimals are related? (3)Surprisingly, you can find fractions all around.

- Alternatives to Boring, Redundant Main Idea Sentences – p. 231-234 ½
 - W.6.2.D, W.6.5, **L.6.4.C**
- Revising Boring, Redundant Main Idea Sentences – p. 235-239 ½
 - W.6.2.D, W.6.5
- Sentence Variety and Word Referents – p. 264-271 1
 - **(RL.6.1)**, **(RL.6.4)**, RI.6.1, RI.6.4, W.6.2.D, **(W.6.3.D)**, W.6.5, SL.6.1, SL.6.1.C, **L.6.3.A**, L.6.4.C, L.6.6

Note: This skill can be reinforced during any discussion with students to maximize vocabulary instruction and inferencing skills. For example, Arkansas can be referred to as the natural state, a land of opportunity, or Razorback territory.

Section 3: Elaboration (7 ½ days)

- What Does it Look Like? Why is it Important? Grab Bag – p. 279-280 1
 - W.6.2.B, W.6.2.D, W.6.5, SL.6.1, SL.6.1.C, **SL.6.6**

Note: Develop depth in novel discussions as the theme is explored using these two detail-generating questions. This helps bring an abstract theme to a concrete illustration. Do the same in Social Studies. For example- Just the facts: This is the Battle of Gettysburg. *What does it “look” like?: The Battle of Gettysburg was the bloodiest fight in the Civil War. Both armies lost a large number of men here. Why is it important?: (The Battle of Gettysburg was the bloodiest fight in the Civil War. Both armies lost a large number of men here.) After three long days of fighting, Union soldiers pushed the Confederate army back to Virginia, ending their attempt to invade the north. The battle is considered the turning point of the war.*

- Just Okay...or Much Better? – p. 281-283 ½
 - W.6.2.B, W.6.2.D, W.6.5
- Sentence Matching – p. 284-286 ½
 - W.6.2.B, W.6.2.D
- Writing Sentences Using Detail-Generating Questions – p. 287-294 1
 - W.6.2.B, W.6.2.D, W.6.5
- Find the Overly General Words or Phrases – p. 295-301 ½
 - W.6.2.B, W.6.2.D, W.6.5

Note: Overly general words/phrases such as *stuff*, *things*, and *much more* can be charted similarly to the overly general “blurbs” on p. 144.

- Break up that Grocery List – p. 302-307 1
 - W.6.2.B, W.6.2.D, W.6.5, **W.6.10**, SL.6.1, SL.6.1.C, **L.6.1**, **L.6.2**, L.6.3.A, **L.6.3.B**, L.6.6
- Using Detail-Generating Questions – p. 308-318 2
 - W.6.2.B, W.6.2.D, W.6.4, W.6.5, W.6.10, L.6.1, L.6.2, L.6.3.A, L.6.3.B, L.6.6

Section 4: Research (6 ½ days)

**It is recommended to share the lessons with asterisks from Section 4 with Science and Social Studies teachers, so that they can be integrated into those content areas.

- Reading Strategically and Finding Information Within Text – p. 322-324 ½
 - RI.6.5, **RI.6.7**
- **Research! Using Search Engines – p. 325-327 (½)
 - W.6.7
- **Images and Videos: Adding Descriptive Details and Generating Research Questions – p. 328-333 (2)
 - W.6.7, **W.6.9**
- “The Golden Bricks Lesson” – (click the following link to download the lesson pages from Empoweringwriters.com) 1
<http://empoweringwriters.com/wp-content/uploads/2017/06/Grade-6-Golden-Bricks.pdf>
 - RI.6.2, W.6.2.B
- Researching a Topic of Interest – p. 334-337 1
 - W.6.4, W.6.5, W.6.7, **W.6.8**, W.6.9, W.6.10, L.6.1, L.6.2, L.6.6
- **Gleaning Information using Diagrams, Charts, Graphs, and Maps – p. 338-345 (2)
 - RI.6.7, W.6.9, L.6.1, L.6.2
- **Taking Notes from Lectures & Multi-media Presentations – p. 346-348 (2)
 - W.6.8, **SL.6.2**
- **Research/ Take Notes/ Write/ Cite – p. 349-354 (1)
 - W.6.2.B, W.6.2.D, W.6.4, W.6.5, W.6.8, W.6.10, SL.6.2, L.6.1, L.6.2, L.6.3.A, L.6.3.B, L.6.6
- Transitional Words and Phrases – p. 355-361 1
 - **W.6.2.C**
- Revise this Paragraph – p. 362-369 2
 - W.6.2.B, W.6.2.C, W.6.2.D, W.6.4, W.6.5, W.6.10, SL.6.1, SL.6.1.C, L.6.1, L.6.2, L.6.3.A, L.6.3.B, L.6.6

- Writing a Paragraph Using Supporting Details – p. 370-377 2
 - W.6.2.B, W.6.2.C, W.6.2.D, W.6.4, W.6.5, W.6.10, SL.6.1, SL.6.1.C, L.6.1, L.6.2, L.6.3.A, L.6.3.B, L.6.6
- **Using Information from Multiple Sources – p. 382-388 (2)
 - W.6.2.B, W.6.2.C, W.6.2.D, W.6.4, W.6.5, W.6.10, SL.6.1, SL.6.1.C, L.6.1, L.6.2, L.6.3.A, L.6.3.B, L.6.6

Section 5: Introductions and Conclusions (8 ½ days)

- Leads and Topic Sentences – p. 393-401 1
 - W.6.2.A
- Writing an Attention-Grabbing Lead – p. 402-414 1
 - W.6.2.A
- Effective Topic Sentences – p. 415-418 ½
 - W.6.2.A
- Writing Topic Sentences – p. 419-423 ½
 - W.6.2.A
- Writing the Introduction Paragraph – p. 424-433 1
 - W.6.2.A, W.6.4, W.6.5, W.6.10, SL.6.1, SL.6.1.C, L.6.1, L.6.2, L.6.3.A, L.6.3.B, L.6.6
- Revising Dull Conclusion Paragraphs – p. 437-441 ½
 - **W.6.2.F**
- Revise this Conclusion Paragraph – p. 442-447 1
 - W.6.2.F, W.6.5
- Definitive Words and Phrases and Informative Verbs – p. 448-455 1
 - W.6.2.D, W.6.2.F, W.6.5, L.6.6
- The Hypothetical Anecdote – p. 456-459 ½
 - W.6.2.F
- Analyzing More Complex Conclusions – p. 460-464 ½
 - W.6.2.F
- Crafting Powerful Conclusion Paragraphs – p. 465-473 1
 - W.6.2.D, W.6.2.F, W.6.4, W.6.5, W.6.10, SL.6.1, SL.6.1.C, L.6.1, L.6.2, L.6.3.A, L.6.3.B, L.6.6
- Broadening Your Topic - p. 474-477

Section 6: Authentic Writing Tasks/ Assessment Preparation (7 days)

- Analyzing Prompts for Givens and Variables p. 486-512
 - W.6.4

Note: This lesson allows the opportunity to prepare students for assessment and can be utilized when needed.

- Exploring “Theme” in a Short Story and Stage Scene - p. 514-524
- 7-Day Process Writing – p. 526-528 7
 - W.6.2, W.6.2.A, W.6.2.B, W.6.2.C, W.6.2.D, **W.6.2.E**, W.6.2.F, W.6.4, W.6.5, W.6.10, SL.6.1 SL.6.1.C, L.6.1, L.6.2, L.6.3.A, L.6.3.B, L.6.6

Note: Students should receive timely feedback before attempting another process piece. Any teacher comments should be made in skill-specific language. Consider highlighting only key skills that will effectively help students to move their writing to the next level. Using the *Author’s Group Revision Model*

(http://empoweringwriters.com/wp-content/uploads/2015/02/Authors_Group_Model.pdf) will maximize instructional time by providing an opportunity to discuss those key skills.

The following links provide a rubric specific to each skill area for expository and opinion writing.

<http://empoweringwriters.com/wp-content/uploads/2015/09/Expository-Rubrics-generic-HI-RES.pdf>

<http://empoweringwriters.com/wp-content/uploads/2015/09/Opinion-Rubrics-generic-HI-RES.pdf>

- Writing a Literary Analysis Exploring “Point of View” - p. 530-542

Total= 40 days or 8 weeks

Link to Grade 6 Standards:

http://www.arkansased.gov/public/userfiles/Learning_Services/Curriculum%20and%20Instruction/Frameworks/Eng%20Lang%20Arts/2016_ELA/SixthGradeELA.pdf