



# 6<sup>TH</sup> GRADE

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## VOLUME 6.3

### Argumentative Writing Unit for *Esperanza Rising*

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# Table of Contents

Welcome .....	3
Day 1: Brainstorm Ideas & Plan: Introduction & Body 1 .....	5
Day 2: Brainstorm Ideas & Plan: Body 1.....	10
Day 3: Brainstorm Ideas & Plan: Body 2.....	12
Day 4-5: Plan: Elaborate with Facts and Details .....	13
Day 6: Plan: Conclusion .....	14
Day 7: Plan: Title & Illustration.....	15
Day 8-9: Draft, Introduction, Body Paragraphs, and Conclusion .....	16
Day 10: Revise: Adding Quotes.....	18
Day 11: Edit and Revise.....	20
Day 12-15: Publish & Share.....	22
Checklist for Assessing an Argumentative Essay.....	23

## Welcome to the 6.3 Argumentative Writing Unit for *Esperanza Rising*!

If this is your first time using this guide, you will want to read through this introduction carefully, as it provides information that you will find critical to your establishment of a successful language arts block!

This argumentative writing unit is meant to be taught in conjunction with the *Read Side by Side Reading Program*, Unit 6.3, *Esperanza Rising*. The book *Esperanza Rising* will be used as a mentor text to build students' background knowledge and expose students to the craft of writing.

This unit takes approximately 15 days to complete, from brainstorming and planning to sharing the published piece! Lessons in this unit give students explicit instruction in the steps of the writing process and the structure of argumentative writing. Some craft and grammar lessons will be incorporated as students revise and edit their writing. You may want to supplement with additional craft, grammar, and spelling lessons between writing units.

Prior to starting the unit, you will want to consider how students will share their writing. Students might read their writing aloud to their own classmates, visit another classroom, or make their writing available for others to read in the classroom, library or other public location.

After students have had the opportunity to publish their writing, assess their work using the checklist for grading an argumentative essay provided at the end of the unit.

### ***Schedule***

To complete this unit, you will need to set aside 30-minutes for writing, 2-4 times a week.

**Instructional days** begin with a whole-class lesson. Lessons will be 10-15 minutes in length, allowing a short time after the lesson for students to work on the assignment. While working, students will access the help of a writing partner as needed. It may be helpful to seat partners next to each other during the work time. The teacher then confers with partnerships as needed.

**Working days** allow students to get started right away on writing projects. During the work time, students will continue to access a partner or the teacher for help as needed. If it is challenging to find time every day for writing, teachers might assign these work-projects as homework.

*Argumentative schedule:*

<b>1. Brainstorm &amp; Plan</b>	<ul style="list-style-type: none"><li>• Review research on the topic.</li><li>• Select a position.</li><li>• Complete the <i>Argument Planning Sheet</i>.</li><li>• Elaborate with facts &amp; details.</li><li>• Design an illustration, cover, or banner.</li></ul>	Day 1-7
<b>2. Draft</b>	<ul style="list-style-type: none"><li>• Write a draft using the 4-quadrant method.</li></ul>	Days 8-9
<b>3. Revise &amp; Edit</b>	<ul style="list-style-type: none"><li>• Use transition words.</li><li>• Include a quote.</li></ul>	Day 10
	<ul style="list-style-type: none"><li>• Edit and revise using a checklist.</li></ul>	Day 11
<b>4. Publish &amp; Share</b>	<ul style="list-style-type: none"><li>• Complete a final product that is handwritten, typed, or other.</li><li>• Share with a real audience.</li></ul>	Days 12-15

## Day 1: Brainstorm Ideas & Plan: Introduction & Body 1

**Lesson Goals:** Brainstorm ideas for writing in response to the prompt. Begin to plan a piece of writing using the *Argument Planning Sheet*.

### Materials:

*Argument Planning Sheet*

Notes from 6.3 Read-Aloud: Day 3 *Romanticism Chart*

*Romantic vs. Contemporary Literature Chart*

### Instructional Procedures:

*Introduction:* Introduce the argumentative writing prompt:

Romanticism was a literary movement that lasted from about 1750 to 1870. This era was marked by revolution and war, stress and upheaval, and doubts and insecurity about the future.

The spirit of romanticism was a revolt against rules, laws, and political and social systems. It praised emotions over reason and logic.

The book *Esperanza Rising* is a contemporary novel, published in the year 2000, however the story takes place in 1927, ten years after the revolutionary war in Mexico. Pam Muñoz Ryan uses a romantic style to communicate the themes and values of this time period.

Introduce the *Romantic vs. Contemporary Literature Chart*. (Students will use this chart to create their argument and counter argument.)

You will create an argument for the following:

*Pam Muñoz Ryan uses the style of romanticism in her book, Esperanza Rising, to express the themes and values of the romantic era.*

1. *Plan:* Introduce the *Argument Planning Sheet*
  - Box 1 – Introduction – Thesis that answers the prompt.
  - Box 2 – Argument 1
  - Box 3 – Argument 2
  - Box 4 – Conclusion
2. *Draft:* Draft the first part of the introduction, which provides a thesis statement that answers the prompt.

*Example:* Box 1

Pam Muñoz Ryan uses the style of romanticism in her book, *Esperanza Rising*, to express the themes and values of the romantic era. This era was marked by a revolt against rules, laws, and political and social systems. It praised emotions over reason and logic. Throughout the book,

nature is depicted as beautiful and as a combination of pleasure and pain. Characters long for the past, while feeling hopeful about the future.

**Work Time & Collaboration:** Give students time to fill out the *Argument Planning Sheet* (Box 1) for their own argumentative essay. Then, give time for partners to share their writing plan and receive feedback.

- What do you like about my writing plan?
- What might I do to improve it?

ARGUMENT PLANNING SHEET

<p><b>1</b></p>	<p><i>Introduction (to include a thesis statement that answers the prompt).</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p><b>2</b></p>	<p><i>Argument #1</i></p> <hr/> <hr/>	
<p><i>Reason 1:</i></p>	<p><i>Fact / Detail 1:</i></p>	
<p><i>Reason 2:</i></p>	<p><i>Fact / Detail 2:</i></p>	
<p><i>Counterargument:</i></p>		
<p><i>Reason 3:</i></p>	<p><i>Fact / Detail 3:</i></p>	

ARGUMENT PLANNING SHEET *CONT.*

<b>3</b>	<i>Argument #2</i> <hr/> <hr/>	
	<i>Reason 1:</i>	<i>Fact / Detail 1:</i>
	<i>Reason 2:</i>	<i>Fact / Detail 2:</i>
	<i>Counterargument:</i>	
	<i>Reason 3:</i>	<i>Fact / Detail 3:</i>
<b>4</b>	<i>Conclusion</i> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	



## ROMANTIC VS. CONTEMPORARY LITERATURE

<b>ROMANTIC LITERATURE</b>	<b>CONTEMPORARY LITERATURE</b>
Interest in the common man.	Interest in modern society.
Emphasis on human rights.	Explores complex moral questions.
The lure of the exotic.	Realistic, relatable story and dialogue.
Nostalgia for the past.	Emphasis on the future.
Feelings and emotion over logic.	Character driven plots.
Nature as beauty.	The impact of man on nature.
Pleasure and beauty mixed with pain.	Diverse perspectives and intersecting stories.

## Day 2: Brainstorm Ideas & Plan: Body 1

**Lesson Goals:** Brainstorm ideas for writing in response to the prompt. Continue to plan a piece of writing using the *Argument Planning Sheet*.

### Materials:

*Argument Planning Sheet*

Notes from 6.3 Read-Aloud: Day 3 *Romanticism Chart*

*Romantic vs. Contemporary Literature Chart*

### Instructional Procedures:

1. *Introduction:* Review the argumentative writing prompt:

*Pam Muñoz Ryan uses the style of romanticism in her book, Esperanza Rising, to express the themes and values of the romantic era.*

2. *Plan:* Plan body paragraph 1, which provides an argument supported by reasons and evidence.

*Model* writing your argument in box 2 of the *Argument Planning Sheet* and including 2 strong reasons to support your argument. (Do not fill out the *evidence* section. This will be completed on days 4-5.)

*Example:* Box 2

**Argument 1:** Pam Muñoz Ryan uses the style of romanticism to communicate the value of nature.

**Reason 1:** Romantic literature depicts nature as beautiful.

**Reason 2:** Nature is viewed as both pleasure and pain.

*Model* writing a counterargument. (A *counterargument* provides a reason someone might be opposed to your argument.) Use the *Characteristics of Contemporary Literature Chart* to guide you.

Respond to the counterargument with another reason to support your position.

**Counterargument:** Some people might argue that because *Esperanza Rising* was first published in the year 2000, it is contemporary.

**Reason 3:** A contemporary view would show the negative effects of humans on the environment.

**Work Time & Collaboration:** Give students time to fill out the *Argument Planning Sheet* (Box 2) for their own argumentative essay. Then, give time for partners to share their writing plan and receive feedback.

- What do you like about my writing plan?
- What might I do to improve it?

## Day 3: Brainstorm Ideas & Plan: Body 2

**Lesson Goals:** Brainstorm ideas for writing in response to the prompt. Continue to plan a piece of writing using the *Argument Planning Sheet*.

### Materials:

*Argument Planning Sheet*

Notes from 6.3 Read-Aloud: Day 3 *Romanticism Chart*

*Romantic vs. Contemporary Literature Chart*

### Instructional Procedures:

1. *Introduction:* Review the argumentative writing prompt:

*Pam Muñoz Ryan uses the style of romanticism in her book, Esperanza Rising, to express the themes and values of the romantic era.*

2. *Plan:* Plan body paragraph 2, which provides an argument supported by reasons and evidence.

*Model* writing your argument in box 3 of the *Argument Planning Sheet* and including 2 strong reasons to support your argument. (Do not fill out the *evidence* section. This will be completed on days 4-5.)

*Example:* Box 3

**Argument 2:** Pam Muñoz Ryan uses the style of romanticism to communicate a belief in a child's innocence and the belief that anything you want you can have.

**Reason 1:** *Esperanza Rising* expresses a longing for the past.

**Reason 2:** Characters in the book believe in a dream desired.

3. *Model* writing a counterargument. (A *counterargument* provides a reason someone might be opposed to your position). Respond to that counterargument with another reason to support your position.

**Counterargument:** Some might argue that the book is more contemporary than romantic.

**Reason 3:** A book written in a contemporary style would place more emphasis on the future, leaving the past in the past.

**Work Time & Collaboration:** Give students time to fill out the *Argument Planning Sheet* (Box 3) for their own argumentative essay. Then, give time for partners to share their writing plan and receive feedback.

- What do you like about my writing plan?
- What might I do to improve it?

## **Day 4-5: Plan: Elaborate with Facts and Details**

**Lesson Goals:** Use facts and details to create a strong argument.

**Materials:**

*Argument Planning Sheet*

Notes from 6.3 Read-Aloud: Day 3 *Romanticism Chart*

**Instructional Procedures:**

1. *Introduction:* Tell students that argumentative writing uses elaboration to create a strong argument.
2. Today, you will be rereading your notes on romanticism, looking for details to further support your arguments.
3. Model planning a piece of writing to include elaboration to create a strong argument.

Model adding these facts and details to the *Argument Planning Sheet* (column 2).

**Work Time & Collaboration:** Give students time to revise their writing to include elaboration. Then, give time for partners to share their writing and receive feedback.

- What do you like about my writing?
- What might I do to improve my writing?

## Day 6: Plan: Conclusion

**Lesson Goals:** Continue to plan a piece of writing using the *Argument Planning Sheet*.

**Materials:**

*Argument Planning Sheet*

**Instructional Procedures:**

1. *Introduction:* Tell students that they will now be planning the conclusion of their argumentative writing. When writing an argumentative piece, the conclusion will restate the position and summarize the key points.
2. *Plan:* Model summarizing the key points in the first part of the conclusion paragraph. Use box 4 of the *Argument Planning Sheet* to record your notes.

*Example:* Box 4

As you can see, even though the book *Esperanza Rising* was first published in the year 2000, the style of the book is romantic. Pam Muñoz Ryan uses the romantic style to communicate themes of beauty, innocence, and hope.

**Work Time & Collaboration:** Give students time to finish filling out the *Quadrant Chart* (box 4) for their own persuasive essay. Then, give time for partners to share their writing plan and receive feedback.

- What do you like about my writing plan?
- What might I do to improve it?

## **Day 7: Plan: Title & Illustration**

**Lesson Goals:** Continue to plan a piece of writing by choosing a title, then making an illustration, cover, or banner.

**Materials:**

*Art materials or illustration software.*

**Instructional Procedures:**

1. *Introduction:* Tell students they will be writing a title for their argumentative essay and creating an illustration, cover, or banner for their writing. Share tips for writing a good title:
  - It should provide the main idea.
  - It should be relatively short.
  - It should get the reader interested.
  - It should put a picture in the reader's mind.

**Work Time & Collaboration:** Give students time to create a title and illustration, cover, or banner for their essay. Then, give time for partners to share their illustrations and receive feedback.

- What do you like about my illustration?
- What might I do to improve my illustration?

## **Day 8-9: Draft, Introduction, Body Paragraphs, and Conclusion**

**Lesson Goals:** Draft the introduction, body paragraphs, and conclusion.

**Materials:**

*Transition Word List*

**Instructional Procedures:**

1. *Introduction:* Tell students that they will now be drafting the introduction, the body paragraphs, and the conclusion of their argumentative writing piece.
  - Argumentative writing uses transition words between paragraphs (see list).
2. *Model* drafting an argumentative essay that incorporates transition words.

**Work Time & Collaboration:** Give students time to draft the introduction, the body paragraphs, and the conclusion. Then, give time for partners to share their writing and receive feedback.

- What do you like about my writing?
- What might I do to improve my writing?



TRANSITION WORD LIST

<b>First,</b>	<b>Second,</b>	<b>Third,</b>	<b>In Conclusion,</b>
First of all, To begin with, Initially,	Additionally, Also, Furthermore, Another, Equally Important, In addition, Next,	Last, Lastly, Finally,	In summary, In the end, As you can see, It is clear,

## Day 10: Revise: Adding Quotes

**Lesson Goals:** Revise a piece of writing to include a quote.

**Materials:**

*Adding Quotes Instructional*

**Instructional Procedures:**

1. *Introduction:* Tell students that they will now be revising their argumentative essays to make them interesting to the reader. They will be adding at least one quote from the text to improve their essay.
2. *Revise:* Model rereading your writing and choosing a place to add a quote. Then, select a quote from the text to add.
  - Choose a quote which helps to prove your argument.
  - Decide on an important segment of the quote to use (less is more).

You can make changes to the quote by using the following punctuation:

- Brackets: surrounding a change to the quote, or
  - An ellipsis: where part of the quote has been removed.
3. *Revise:* Use proper punctuation and citation rules.
    - Use quotation marks to set the quote off from the surrounding text.
    - Always follow the quote with an in-text citation (author's last name & page #).
  4. *Revise:* Make the quote flow with the rest of the paragraph.
    - Weave the quote into the sentence,
    - Use a colon, or
    - Use dialogue integration.

**Work Time & Collaboration:** Give students time to revise their writing to include a quote. Then, give time for partners to share their writing and receive feedback.

- What do you like about my writing?
- What might I do to improve my writing?

## ADDING QUOTES INSTRUCTIONAL

### Example 1

**Argument:** *In the book, nature is viewed as a mix of both pleasure and pain.*

**Step 1:** Choose a quote which helps to prove your argument.

**Step 2:** Decide on an important segment of the quote to use.

Page 14 of *Esperanza Rising*:

Abuelita nodded and said thoughtfully, “*No hay rosa sin espinas.* There is no rose without thorns.”

Esperanza smiled, knowing that Abuelita wasn’t talking about flowers at all but that there was no life without difficulties.

**Step 3:** Revise the segment to make it short and sharp.

“There is no rose without thorns...no life without difficulties” (Muñoz Ryan 14).

- An ellipsis is used where part of the quote has been removed.

**Step 5:** Use quotation marks to set the quote apart from the rest of the paragraph. Always follow the quote with an in-text citation (author’s last name & page #).

**Step 6:** Make the quote flow with the rest of the paragraph.

### **Weave the quote into the sentence:**

In the book, nature is viewed as a mix of both pleasure and pain. Abuelita tells Esperanza, “There is no rose without thorns...no life without difficulties” (Muñoz Ryan 14).

### **Use a colon:**

In the book, nature is viewed as a mix of both pleasure and pain: “No rose without thorns...no life without difficulties” (Muñoz Ryan 14).

### Example 2:

**Argument:** *Characters throughout the book express a belief in a dream desired.*

Page 50 of *Esperanza Rising*:

“We are like the phoenix,” said Abuelita. “Rising again, with new life ahead of us.”

“We are like the phoenix...rising again, with new life ahead of us” (Muñoz Ryan 50).

### **Dialogue Integration**

Characters throughout the book express a belief in a dream desired. Abuelita tells Esperanza, “We are like the phoenix...rising again with a new life ahead of us” (Muñoz Ryan 50).

## **Day 11: Edit and Revise**

**Lesson Goals:** Reread a piece of writing and make edits and revisions.

**Materials:**

*Editing and Revision Checklist*

**Instructional Procedures:**

5. *Introduction:* Tell students that they will now be editing and revising their persuasive writing pieces to make them easy to read as well as convincing.
  
6. *Edit:* Model rereading your writing and marking edits as you go:
  - Capitals
  - Punctuation
  - Spelling
  - Paragraphing

As you make editing marks, discuss the changes you will make and how they will help the reader understand the piece of writing better. Give students time to reread their writing and record editing marks.

7. *Revise:* Model rereading your writing and marking revisions as you go:
  - Complete sentences
  - Transition words
  - Elaboration (facts and details)
  - Key Vocabulary

**Work Time & Collaboration:** Give students time to their edit and revise their writing. Then, give time for partners to share their writing and receive feedback.

- What do you like about my writing?
- What might I do to improve my writing?

## Editing Checklist:

- \_\_\_\_\_ Sentences start with a capital letter.
- \_\_\_\_\_ I used capital letters for proper nouns.
- \_\_\_\_\_ I have punctuation at the end of each sentence.
- \_\_\_\_\_ I checked my words for spelling.
- \_\_\_\_\_ I indented paragraphs.

## Revision Checklist:

- \_\_\_\_\_ I started with an introduction that is clear.
- \_\_\_\_\_ I ended with a conclusion that is clear.
- \_\_\_\_\_ I used transition words at the beginning of paragraphs.
- \_\_\_\_\_ I used language to show how one event may have caused another event.
- \_\_\_\_\_ Sentences make sense.
- \_\_\_\_\_ Sentences stay focused on the topic.
- \_\_\_\_\_ I added details and elaboration that are important to the topic.
- \_\_\_\_\_ I used key vocabulary.

## Day 12-15: Publish & Share

**Lesson Goals:** Publish a piece of writing.

**Instructional Procedures:**

1. *Introduction:* Tell students they will now be preparing their piece of writing for others to read. This is called publishing.
2. *Discuss:* how stories will be published—handwritten, typed, or other. Let them know when and how their letters will be shared with the class.

**Work Time & Collaboration:** Give students time to publish their writing and share their writing with an audience.

Ideas for sharing:

- read essays aloud to classmates,
- read essays aloud to another class; and
- make essays available for others to read (in the classroom, library, hallway bulletin board or other).

An **author's chair** is a fun classroom tradition. It is a decorated chair in which an author sits to share his/her writing. Teachers can paint a wooden chair or have each new class decorate a pillowcase to go over the back of a chair. This quickly transform a standard classroom chair into something special for young authors.

## Checklist for Assessing an Argumentative Essay

<p><b>Cover/Illustration/Banner</b> _____/4</p>	<p>____ Has a title that is short. ____ The title puts a picture in the reader's mind.</p> <p>____ Cover/illustration/banner introduces the main idea. ____ Cover/illustration/banner gets the reader interested.</p>
<p><b>Introduction Paragraph</b> ____/3</p>	<p>____ The introduction includes a thesis statement that answers the prompt. ____ The introduction presents the argument. ____ The introduction is written clearly to grab the reader.</p>
<p><b>Body Paragraphs</b> ____/6</p>	<p><b>Body Paragraph 1</b> ____ Introduces an argument. ____ Provides important reasons, facts, and details. ____ Provides a counterargument.</p> <p><b>Body Paragraph 2</b> ____ Introduces an argument. ____ Provides important reasons, facts, and details. ____ Provides a counterargument.</p>
<p><b>Conclusion</b> ____/2</p>	<p>____ The conclusion restates the argument. ____ The conclusion provides a counterargument.</p>
<p><b>Craft and Structure</b> ____/4</p>	<p>____ Paragraphs are well organized. ____ Paragraphs include transition words. ____ Elaboration is used to present facts and details. ____ A quote is used to strengthen the argument. ____ Key vocabulary is used.</p>
<p><b>Revision and Editing</b> ____/5</p>	<p>____ Writing is edited for spelling. ____ Writing is edited for grammar. ____ Writing is edited for punctuation. ____ Writing shows evidence of revision. ____ Published writing is polished.</p>
<p><b>Collaboration &amp; Effort</b> ____/4</p>	<p>____ Worked well with a partner. ____ Respectfully gave feedback to a partner. ____ Respectfully received feedback from a partner. ____ Showed good effort and persistence.</p>
<p><b>Total:</b> ____/28</p>	<p><b>Comments:</b></p>



## Romantic Style

in *Esperanza Rising*



Pam Muñoz Ryan uses the style of romanticism in her book, *Esperanza Rising*, to express the themes and values of the romantic era. This era was marked by a revolt against rules, laws, and political and social systems. It praised emotions over reason and logic. Throughout her book, Ryan shows nature as a beautiful combination of pleasure and pain. Characters throughout the book long for the past, while feeling hopeful about the future.

In romantic literature, nature is personified as beautiful and alive. The earth breathes and has a heart. Esperanza's body breathes with the earth; she and the earth are alive and connected. In the book, nature is viewed as a mix of both pleasure and pain: "No rose without thorns...no life without difficulties" (Muñoz Ryan 14). Some might argue that the book is more contemporary because it was published in the year 2000, long after the romantic era. A contemporary worldview would show the negative effects of humans on the environment. While *Esperanza Rising* shows a connection between people and the earth, that connection is positive. The earth is shown to be very much alive and breathing.

Romantic literature communicates a belief in a child's innocence and the belief that anything you want you can have. Throughout the book, Esperanza longs for her past. As a child, Esperanza was her father's "pride and glory" (Muñoz Ryan 4). Characters throughout the book express belief in a dream desired. Abuelita tells Esperanza, "We are like the phoenix...rising again with a new life ahead of us" (Muñoz Ryan 50). Some might argue that the book is more contemporary than romantic, however, a book written in the contemporary style will place emphasis on the future and leave the past in the past. Esperanza learns to honor her past as she steps towards her future.

As you can see, even though the book *Esperanza Rising* was published during the contemporary time, the style of the book is romantic. Pam Muñoz Ryan uses this style to communicate themes of nature, beauty, and hope.