

WEEK 6 Day 4

Writing Argument

Deconstruction: Stages and Parts of a Letter

Joint Construction: Audience

Content Objective	With my class I can identify and explain the functions of the stages of an argument and the parts of a letter. (W.3.2, SL.2.2.a)
Language Objective	With my group, I can orally explain why I matched a particular modal verb or closing to an audience. I can use the sentence frame for support as needed. (ELD-SI.K-3.Argue)
Vocabulary	argument: a genre of writing whose purpose is to convince someone to do or think something audience: an individual or group for whom a piece of writing is composed body: the main part of the letter closing: the end of the letter, before the writer signs her or his name convince: to persuade evidence: facts and details used to support reasons in an argument greeting: the beginning of a letter, where the audience is addressed heading: the part of the letter that includes the recipient's address and the date modal verb: a word that works with the main verb to show necessity, possibility, ability, or permission paragraph: a group of sentences that relate to one big idea reason: why the audience should do or think something recipient: the person or people receiving the letter; the audience reinforcement: saying again, in a new way signature: the letter-writer's name stages: the parts of a piece of writing thesis: the part of the argument that states what the writer or speaker is

Writing U1 W6 D4

	trying to convince someone to do or think
Materials and Preparation	• Argument Letter, child copy, one (half sheet) for each child • Argument Letter slides • children's writing folders • Audience Match gameboards and cards, one copy for each group of children, cut apart and put in envelopes • whiteboard On the whiteboard, write I matched this word to this audience, because ____. • charts and visual scaffolds: ○ Argument anchor charts ○ Encoding Prompting Guide table copies ○ Independent Writing Routine chart and table copies ○ Wh- Questions visual
Opening 1 minute	<i>This week in Text Talk we have begun to work on the Our Schools project. For part of the project, we will write a letter convincing our audience to make a change in our school. Today we will read an argument letter. We will review the stages of argument, and, to prepare for writing letters, we will learn about their parts.</i>
Deconstruction 8 minutes slide 1	<i>First let's read the letter together. I will project the letter, and you can follow along with your own copy.</i> Distribute children's copies of the letter. Then, read the letter, having children follow along and whisper-read. <i>Who wrote this letter?</i> <i>Who is the audience?</i> <i>What is Mommy trying to convince Ramón to do?</i> <i>Point to where you think the thesis of the letter is. Remember, the thesis of an argument is when the writer states what they are trying to convince the audience to do.</i>
slide 2	<i>This is the thesis of the letter.</i>
slide 3	<i>Here is a chart that looks like the one we used when we discussed the stages of One Word from Sophia. Here at the top it says "Thesis."</i> Read the thesis, and have children check that this is the part of the letter they identified.
slide 4	<i>The highlighted part of the letter is a paragraph that includes the first reason. Point to that paragraph on your sheet, and we will read</i>

Writing U1 W6 D4

	<i>it together. As we read, think about the reason Mommy gives.</i> Read the paragraph together. <i>What is Mommy's reason here?</i>
slide 5	<i>In this paragraph, Mommy gives one reason for why Ramón should hold her hand when he crosses the street. She says that sometimes he does not notice the cars that are coming. Then, she supports her reason by including evidence. Evidence is facts or other details that give more information about a reason. Here, the evidence is that Ramón ran into the road without looking.</i> Point to the first reason and evidence on the chart.
slide 6	<i>Now let's take a look at the next paragraph. Please point to this paragraph, and we will read together. As we read, think about the reason Mommy gives, as well as the evidence used to support that reason.</i> Read the paragraph together. <i>What is Mommy's reason here?</i> <i>What evidence does she give to support it?</i>
slide 7	Point to the second reason and evidence on the chart.
slide 8	<i>The last paragraph includes the reinforcement of the thesis, when Mommy says her thesis again, but in a new way. Point to the last paragraph. As we read together, listen for the reinforcement of the thesis.</i> Read the paragraph together. <i>What does Mommy say here?</i>
slide 9	Point to the Reinforcement of the Thesis in the chart.
Joint Construction 15 minutes slide 1	<i>We have talked about the importance of audience in an argument. Sophia made different arguments to each of her family members, based on their professions.</i> <i>Let's take a look back at the letter to see what choices Mommy made when writing to her audience—her five-year-old son.</i> <i>Because she is Ramón's Mommy, she says "You should" at the beginning of the letter. A parent can tell a child what he should do. However, if I was writing a letter to the principal, I probably would not write "You should," because it sounds bossy, and I am not the principal's boss.</i> <i>Mommy also writes about Ramón's experiences and signs the letter</i>

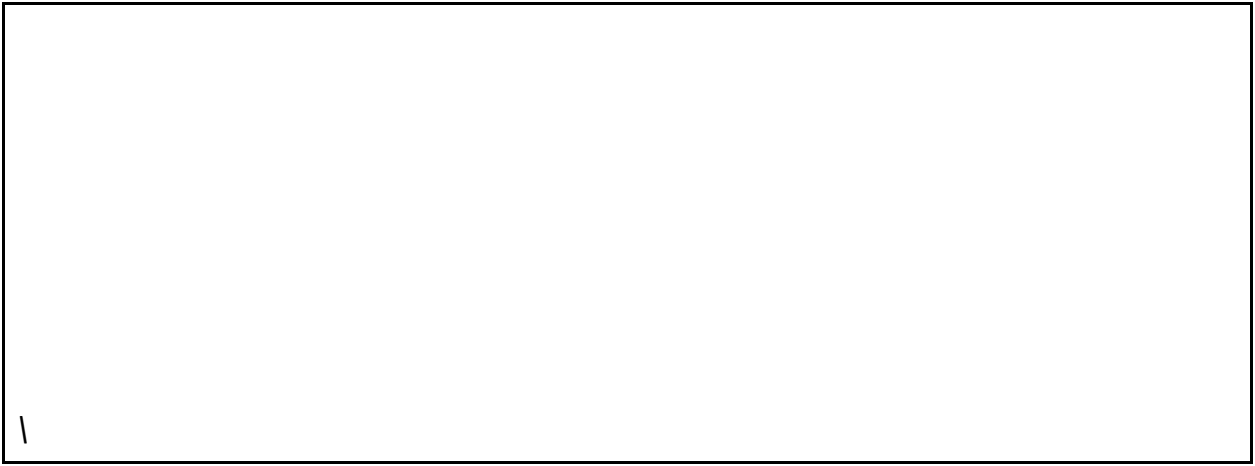
Writing U1 W6 D4

	<i>“Love.”</i> <i>We are going to play a game. Each group will get a gameboard with different audiences on it and an envelope with modal verbs and closings for letters. Imagine you are writing an argument letter to each audience.</i> <i>When you get your materials, put the cards in a pile on the table. The first person picks a card and then matches it to an audience. So, for example, if I picked up the modal verb “should,” I could match it to the audience “little brother,” because it’s alright to say a little brother should do something. When you make your match, explain your reasoning to the group. If you are a group member and you disagree, talk to your group about why.</i> Send small groups with gameboards and cards. As they play, circulate to support them. Support could include: ● reviewing the steps of the game; ● reminding children to provide a rationale for their choices; ● asking questions to support children’s matches, for example, “Who would you write ‘Love’ to when you are closing a letter?”
Deconstruction 5 minutes slide 10	<i>Now let’s reread the letter to learn about its parts.</i> <i>A letter begins with a heading, the part of the letter where the letter writer writes the date. The recipient is the person or people to whom the letter is written.</i> <i>Point to the part of the letter that you think is the heading. Why do you think that is the heading?</i>
slide 11	<i>After the heading is the greeting. In the greeting, the letter writer addresses the audience.</i> <i>Letter writers use different types of greetings, but “Dear” is a common one. This letter uses “Dear” for a greeting. Point to the greeting.</i>
slide 12	<i>The body of the letter is the main part of the letter, the part that includes the letter’s message. Point to the body of the letter.</i>
slide 13	<i>Letters end with a closing. The closing signals the end of the letter, before the letter-writer signs their name.</i> <i>There are different types of closings. If someone is writing a more</i>

Writing U1 W6 D4

	<i>formal letter, they might use “Sincerely.” If someone is writing a friendly letter to a family member, they might use “Love.”</i> <i>Point to the closing. What closing does Mommy use? Mommy really thought about her audience when she chose the closing “Love.”</i> <i>The last part of a letter is the signature. A signature is someone’s name. Point to the signature.</i>
Closing 1 minute	<i>Today we read an argument letter to review its stages and to learn about the parts of a letter. Tomorrow we will plan together for our arguments.</i>
Standards	W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
WIDA	ELD-SI.K-3.Argue. Support own opinions with reasons.
Ongoing assessment	During the lesson, listen for and make note of children’s understanding of audience. Which modal verbs and closings do they match with which audiences? What rationales do they provide? After the lesson, reflect on the deconstruction. Were children able to follow along on their copies? Which stages of argument were easy for children to identify? Which were challenging? Do children understand the parts of a letter? What additional support might they need as they begin letter writing? What do children understand about the choices writers make based on audience? What is still confusing?

Notes



1