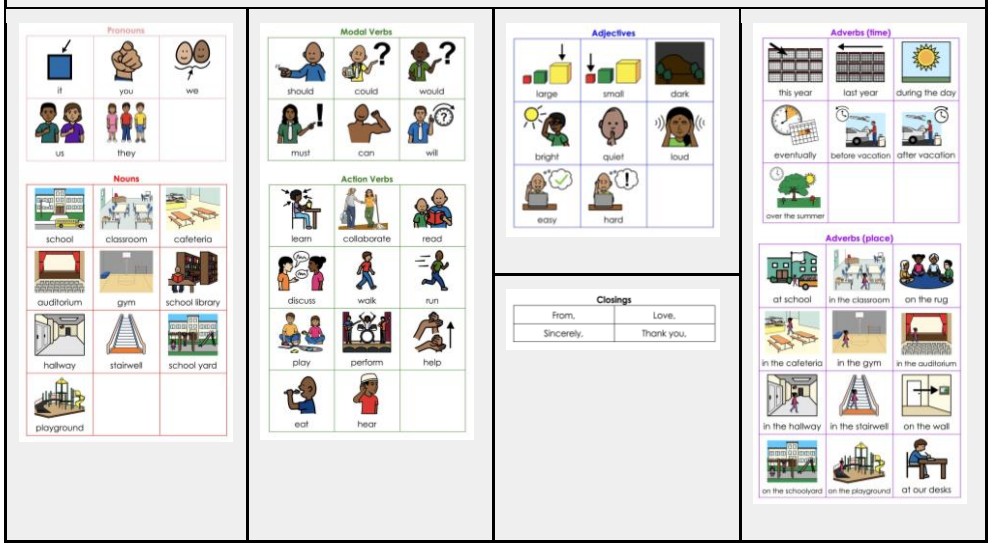
WEEK 6 Day 5

Writing Argument

Joint Construction: Choosing a Topic and Audience

Content Objective	I can use the information I gathered about my school to choose an argument topic, audience, and reasons. (W.3.2, W.1.2.b)
Language Objective	With my group I can orally state our idea and the reasons to support it. I can use the Argument Word Bank for support as needed. (SL.1.2.a, ELD-SI.K-3.Argue)
Vocabulary	**advocate**: to strongly suggest or recommend **argue**: to convince someone to do something or about something **audience**: an individual or group for whom a piece of writing is composed **reason**: why the audience should do or think something
Materials and Preparation	Plan for groups of 2-4 children to work collaboratively during this lesson. ● Our Schools Project planning resources: ○ Gathering Data About Our School chart, from Text Talk Week 6, Day 3 ○ Gathering Data About Our School sheets, from Text Talk Week 6, Day 2 ○ Interviews, from Week 6 Studios ○ Who Makes Decisions with _____? chart, from Text Talk Week 6, Day 4 ○ "Who Makes Decisions in Our Schools?" slides, from Text Talk Week 6, Day 4 ● Argument Word Bank images, cut apart ● chart paper Prepare the following Argument Word Bank.

Argument Word Bank



- children's writing notebooks
- writing tools
- whiteboard
  On the whiteboard, write the following questions:
  What change should we advocate for?
  Who should we advocate to?
  What reasons could we give?
- Our Schools Project Planning sheet, one for each group
- charts and visual scaffolds:
  - Argument anchor charts
  - Encoding Prompting Guide table copies
  - Independent Writing Routine chart and table copies
  - Wh- Questions visual

Opening
2 minutes

This week we have been thinking about a change to make our school an even better place for all learners. We did research about our school and interviewed school community members. We learned about possible audiences for our project. Today we will choose what change we want to advocate for and who we will write to.

As necessary, review parts of the Gathering Data About Our School chart and sheets and Interviews.

Individual Construction
5 minutes

Distribute children's writing notebooks.

Before working with a group, you will jot down some of your own ideas.

	Refer to the questions on the board. *Write down your thoughts about what the class should advocate for and who we should advocate to. If you have time, you can also write down reasons to support your ideas.* Group children and send them with notebooks to jot down ideas.
Joint Construction 12 minutes	Distribute the Our Schools Project Planning sheets. With children seated at tables, bring their attention to the whole group. *Now you work in small groups to generate ideas for the Our Schools project.* Refer to the activity steps written on the sheet. *First you will each share the ideas you wrote down.* *Then, as a group, you will choose one idea to present to the class. This reminds me of the Children's Comments about Learning, when one child said, "Because your ideas, when you say them out loud, they keep coming together, and when all the ideas come together you get a gigantic idea! You can think better in a group."* *After your group chooses one idea, you will work together to write it. Choose one person to hold the pencil and write what your group thinks we should advocate for.* *Then switch roles and have someone else write who we should advocate to.* *Then, as a group, come up with reasons why your group's idea is the best way to make our school even better for all learners. Choose another group member to write the reasons on the paper.* *Later, we will share ideas with each other. The members of each group will argue for their idea, and then we will choose one as a class.* Dismiss children to work in groups. As children discuss and write, circulate to support them. Support could include: ● referring to the activity steps to keep group work on track; ● ensuring that all group members have a voice and a turn to record ideas; ● facilitating conversation as the group comes to consensus; ● referring to resources, such as the Gathering Data About our Schools chart and sheets, BuildBPS, and information gathered from interviews with school community members.

10 minutes	Gather the children back together to argue for their ideas. Provide each group the opportunity to present their argument for the topic of the class Our Schools project. Guide them to state a thesis, supported by reasons. Invite other children to respond to the groups' ideas. As a class, choose one idea to use for the writing topic. Put aside the group's written ideas for future use.
Closing 1 minute	*Today we chose the topic for our class project. Next we will begin working on our argument letter.*
Standards **WIDA**	**W.3.2** Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. **W.1.2.b** Gather information from provided sources and/or recall information from experiences in order to answer questions. **SL.1.2.a** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). **ELD-SI.K-3.Argue.** Support own opinions with reasons.
Ongoing assessment	As children work, circulate and take notes, focusing on the following questions: How effectively do children argue for their ideas? How do children negotiate choosing one idea for the group? Are children's ideas appropriate for the audience? Do children's reasons effectively support their arguments?

Notes