

Unit 1: How We Learn in Our School Communities

WEEK 7 Day 1

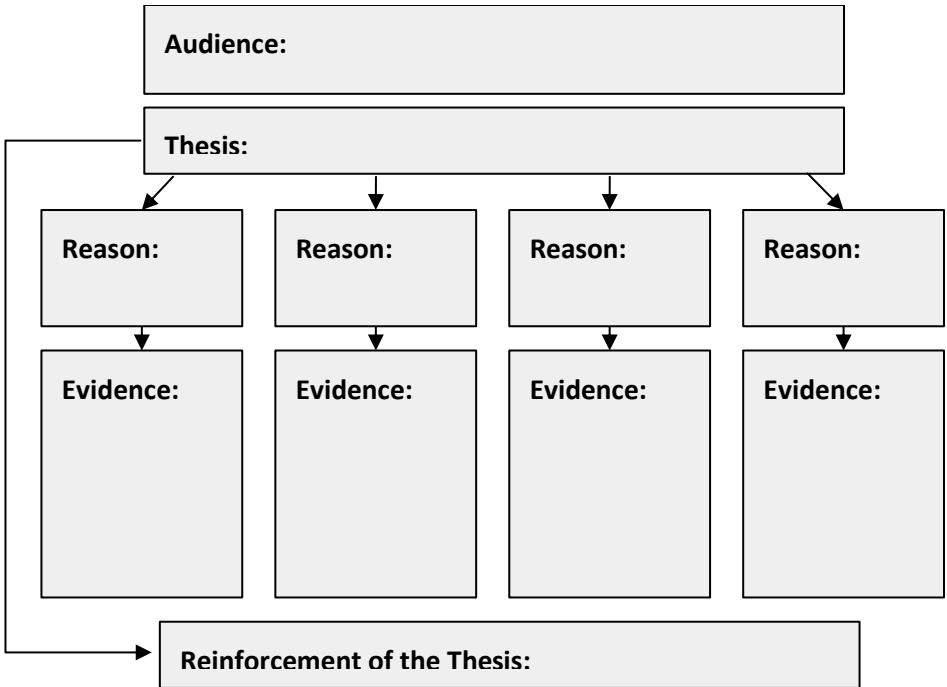
Writing Argument

Joint Construction: Audience

Individual and Joint Construction: Greeting and Thesis

Content Objectives	I can write a thesis that appeals to my audience. (W.3.2, W.2) I can use a comma in the greeting of a letter. (L.2.2.b)
Language Objective	I can write a thesis that includes a modal verb appropriate for my audience. I can use the Argument anchor charts and Word Bank for support as needed. (W.1.2.b, W.2.2.a, ELD-SS.2-3.Argue.Expressive)
Vocabulary	appeal: to be interesting audience: an individual or group for whom a piece of writing is composed body: the main part of the letter 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 reason: why the audience should do or think something reinforcement: saying again, in a new way thesis: the part of the argument that states what the writer or speaker is trying to convince someone to do or think
Materials and Preparation	chart paper Prepare the following Argument Planning chart.

Writing U1 W7 D1

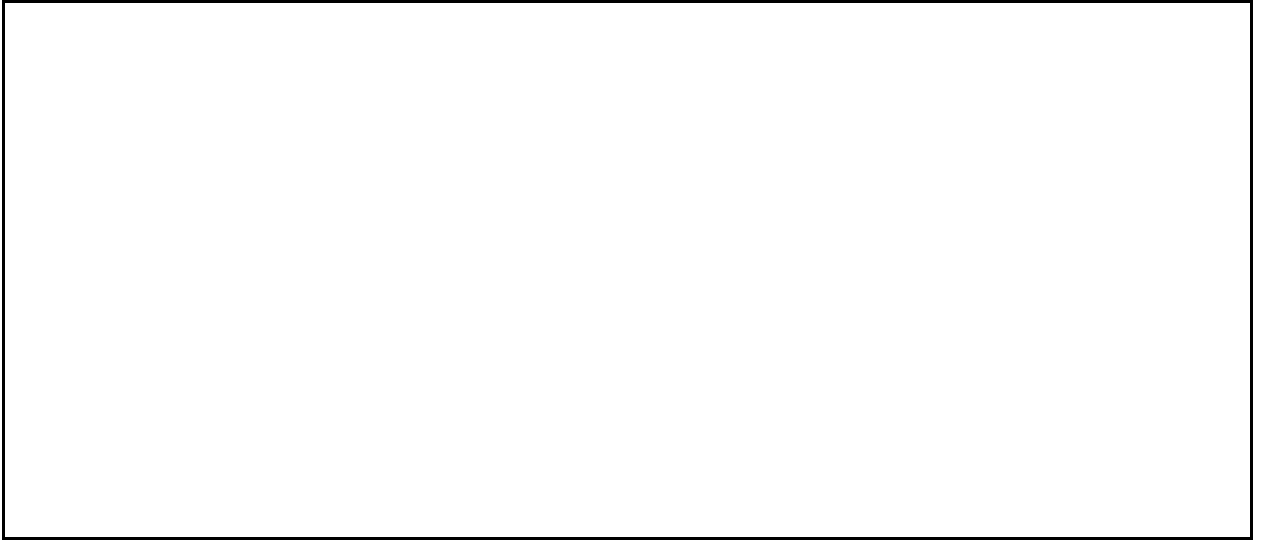
	 The diagram illustrates the structure of an argument letter. It begins with a box for 'Audience:' at the top. Below it is a box for 'Thesis:'. From the 'Thesis' box, four arrows point down to four separate 'Reason:' boxes. Each 'Reason:' box is connected by an arrow to an 'Evidence:' box below it. A line from the left side of the 'Reason' row leads down to a 'Reinforcement of the Thesis:' box at the bottom. • “Who Makes Decisions in Our Schools?” slides, from Text Talk Week 6, Day 4 • Argument Letter slides • Argument anchor chart images: language and modal verbs, cut out On the second Argument anchor chart, add the Language card below the sentences. • children’s writing notebooks • writing tools • Argument Observation Tools • 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>Last week we chose a topic and audience for our Our Schools project. Today you will begin working on your argument letters.</i>
Joint Construction 5 minutes	<i>Before we can begin our letters, we need to think about our audience.</i> Record the chosen audience on the Argument Planning chart. <i>Everything we write in our letter needs to appeal to, or be interesting to, our audience. Let’s think about _____’s job, and what might be important to them.</i>

	Review the relevant slide in Who Makes Decisions in Our Schools? Have children turn and talk to generate ideas about the selected audience’s job and what might be important to them. Record this information for future reference near the Audience section of the chart.
Individual Construction 5 minutes slide 12	Distribute children’s writing notebooks and pencils. <i>You will write the first draft of your letter in your notebook.</i> <i>When we read the letter from Mommy, we talked about the parts of a letter. At the top of a letter is a heading. You will include headings in the final draft of your letter, but we won’t write that today.</i> <i>The next part of a letter is the greeting. When people write letters, they often begin the greeting with “Dear.” Our audience is _____. Beginning the letter with “Dear” is appropriate for our audience and the type of letter we are writing.</i> <i>Find a blank page in your notebook and write the greeting. Don’t forget, you will write Dear [recipient’s name], and then add a comma.</i> Circulate to support children as they write the greeting. <i>The next part of a letter is the body. The body includes all of the parts of arguments that we have been talking about: a thesis, reasons, evidence, and a reinforcement of the thesis. Today you will write the thesis.</i>
Deconstruction 5 minutes	Refer to the second Argument anchor chart. <i>When we write arguments, we use particular language. Arguments often have sentences that include modal verbs. Remember, modal verbs are verbs that help the main verb to express how much something is needed or possible. It is very important that we choose modal verbs that are appropriate for our audience—just like when we played the matching game the other day!</i> <i>One thesis for an argument about Sophia is, “Sophia should get a pet giraffe.” In that sentence, the modal verb is “should.” Saying “should” is appropriate when you are making an argument to your classmate. For our class argument, a thesis with a modal verb might sound like this, “We would like signs in many languages in the hallway.” “Would” is a more appropriate modal verb when we are writing to [chosen audience].</i> <i>When you go to write your thesis today, you can use this sentence</i>

Writing U1 W7 D1

	<i>frame, or write it in a different way.</i> Refer to the Argument Word Bank. <i>Here are some possible modal verbs. Make sure to choose one that is appropriate for our audience.</i>
Individual Construction 8 minutes	Refer to the Independent Writing Routine chart. Point to Step 1. <i>Think about a sentence you could write for your thesis. Make sure you are writing a clear statement of what you would like the audience to do. When you are ready to share with your partner, put a silent thumbs up in front of your chest.</i> Model the silent signal. Point to Step 2. Review the routine for turning to talk to a partner. Guide children to move so they are sitting knee to knee with their partners. Review the routine for choosing who will talk first. <i>The first partner will tell their thesis, and the second partner will ask a question. Then the second partner will tell their thesis, and the first partner will ask a question.</i> As the children tell their thesis to their partners, circulate to support them. Support could include: ● reminding children of the routine for talking to a partner; ● referring to the Sentences section of the Argument anchor chart to provide a sentence frame; ● referring to the Argument Word Bank to support children in generating ideas and using vocabulary; ● reviewing the topic and audience of the argument; ● restating what the speaker has said, to check for understanding; ● asking questions to prompt the speaker to add more detail; ● modeling asking <i>wh</i>- questions. Send the children with writing notebooks. As children write, pull small groups to support them. Support could include: ● referring to the Sentences section of the Argument anchor chart to provide a sentence frame; ● referring to the Argument Word Bank to support children in generating ideas and using vocabulary; ● reviewing the topic and audience of the argument; ● referring to the Independent Writing Routine table copy to remind children of the routine for writing; ● for children who still need it, taking dictation (on a computer, sticky notes, or the back of the paper) to help them remember their

Writing U1 W7 D1



Writing U1 W7 D1