



WEEK 7 Day 2

Writing Argument

Deconstruction and Joint Construction: Adjectives

Joint Construction: Reasons

Content Objective	I can write reasons that support a thesis and appeal to the audience. (W.3.2, W.2)
Language Objective	With my partner I can list positive and/or negative adjectives that describe our [classroom/school]. I can use the Argument anchor charts and Word Bank for support as needed. (L.2.1.e, W.2.2.a, ELD-SS.2-3.Argue.Expressive)
Vocabulary	adjective: a word or phrase used to describe a noun or pronoun appeal: to be interesting audience: an individual or group for whom a piece of writing is composed evidence: facts and details used to support reasons in an argument negative: not good positive: good 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	- Argument Letter slides - Argument anchor chart image: adjectives, cut out Add to the second Argument anchor chart, as follows. Above the table for sorting positive and negative adjectives, write the topic the class is writing about, for example, our classroom/school/playground.

Argument

Sentences

Subje ct	Predicate		
noun / prono un	moda l verb	verb	noun
<u>Sophi</u> <u>a</u>	<u>shoul</u> <u>d</u>	<u>have</u>	<u>a</u> <u>giraff</u> <u>e.</u>

Subject	Predicate	
noun / pronoun	relating verb	adjective
<u>Giraffes</u>	<u>are</u>	<u>tall.</u>

Language

modal verbs

that are appropriate for the audience



could
positive



should
and



must
negative



easy



hard

adjectives

that make the argument stronger

positive

negative

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	● clipboards, one for each child ● sticky notes, six for each pair of children ● writing tools ● Argument Planning chart ● Our Schools Project Planning sheets, from Week 6, Day 5 On the group’s project idea sheet, children also included reasons to support their proposal. Write each relevant reason on a sticky note to be included with the work done by the class. ● 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>Yesterday we wrote thesis statements for our arguments. Today we will write reasons to support our thesis. But first we will learn more about the language of arguments.</i>
Deconstruction 5 minutes	<i>One tool that writers use to convince their audience is adjectives. Remember, adjectives are words or phrases used to describe people, places, things, or ideas. Let’s find out how Mommy uses adjectives in her argument.</i>
slide 14	<i>Let’s reread the letter. As we read, pay attention to the highlighted adjectives.</i>
slide 15	<i>When Mommy is presenting reasons and evidence for her thesis, she uses negative adjectives. Negative adjectives describe the bad qualities of something. She describes crossing the street as “dangerous” and describes Ramón as “small.” “Small” is negative when crossing the street, because cars don’t see him.</i> <i>How do these negative adjectives help Mommy’s argument? [help Ramón understand the dangers]</i>
slide 16	<i>In the reinforcement of the thesis, Mommy uses a positive adjective. Positive adjectives are those that describe good qualities of something. She says that if Ramón holds her hand, he will be “much safer.”</i>

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	<i>How does this positive adjective help Mommy’s argument?</i> [describes how things will be better if he does what she says]
Joint Construction 8 minutes	<i>Think about our [classroom/school]. We are arguing to make it even better for all learners. If we want to convince someone to make a change, we will need to think of adjectives to describe our [classroom/school]. For example, you could say that our classroom is inclusive, because we have written classroom agreements that help everyone do their best learning. “Inclusive” is an adjective.</i> <i>Think quietly to yourself, and then turn and talk to a partner to share some adjectives to describe our [classroom/school]. What is it like?</i> <i>After you have shared your ideas, you will each record at least two adjectives, on separate sticky notes. You can write positive or negative adjectives.</i> Refer to the Argument anchor chart that includes adjectives. <i>Then you will add your adjectives to our chart, under positive or negative.</i> Pair children. Distribute clipboards, sticky notes, and writing tools. Guide children to use two sticky notes now and save four for later. As children work, circulate to support them. Support could include: ● asking “What is it like?” to prompt adjectives; ● supporting with encoding; ● inviting children to add adjectives to the chart, supporting them to classify them as positive or negative.
Joint Construction 10 minutes	<i>Just like the thesis, the reasons in an argument are chosen carefully, to appeal to, or be interesting to, a specific audience.</i> Refer to the Argument anchor chart. <i>Remember, Sophia used different reasons to support her argument, depending on her audience.</i> Review the class’s thesis on the Argument Planning chart. <i>Just like Sophia, we need to choose reasons for our argument that will appeal to our audience. Take a minute to put yourself in their shoes, to consider their point of view. What is important to them? Let’s review the notes we wrote about our audience in our chart yesterday.</i>

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	<i>When we chose our topic, the group came up with some reasons to support their idea. I wrote these reasons on sticky notes for us to consider. Now we will brainstorm additional reasons to support our thesis.</i> Read the prepared reasons. <i>Each pair has four sticky notes left. Write your reasons on separate sticky notes. You do not need to fill all four. You do not need to write complete sentences on the sticky notes; just jot down your ideas. As you write, remember to think of reasons that support the thesis and appeal to the audience.</i> As children write reasons in pairs, circulate to support them. Support could include: ● reviewing the class thesis, audience, and previously-generated reasons; ● asking why the class is making that request, to prompt for reasons; ● asking whether the reason would appeal to that particular audience.
Joint Construction 5 minutes	Gather the children back together to share their reasons. Have pairs read their reasons and quickly group the sticky notes by common ideas. As a class, decide on the reasons that best support the thesis and appeal to the audience. Respectfully eliminate reasons that do not relate to the topic or appeal to the audience, discussing with the children why these reasons are not a good fit. Choose the strongest reasons, and make sure that each reason is a different point. Attach the sticky notes with the chosen reasons to the Argument Planning chart.
Closing 1 minute	<i>Today we learned that adjectives make arguments stronger, and we wrote reasons to support our thesis. Tomorrow we will collect evidence to support our reasons.</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. W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. W.2.2.a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

WIDA	L.1.2.e Use adjectives and adverbs and choose between them depending on what is to be modified. ELD-SS.2-3.Argue.Expressive. Construct social studies arguments that select relevant information to support claims with evidence from one or more sources through evaluative verbs, adverbs, and adjectives to add author’s perspective (helped, nicely, best). [WORD/PHRASE]
Ongoing assessment	As children write, circulate and ask them to tell their reasons. Use their dictation and writing to assess the extent to which children write reasons that support the thesis and appeal to the audience, and the Means of Expression used to show them. Take notes on the Argument Observation Tool.

Notes
