

WEEK 7 Day 3

Writing Argument

Deconstruction, Modeling, and Joint Construction: Gathering Evidence

Content Objective	I can use sources to find evidence to support a reason. (W.3.2, W.1.2.b)					
Language Objective	With my group, I can orally recount the information found in our research texts, and explain how it provides evidence to support our reason. I can use the Argument Word Bank for support as needed. (SL.2.2.a, ELD-SI.K-3.Inform)					
Vocabulary	audience: an individual or group for whom a piece of writing is composed convince: to persuade evidence: facts and details used to support reasons in an argument reason: why the audience should do or think something source: a place to find information 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 Planning chart ● whiteboard or chart paper On the board or on a piece of chart paper, prepare the following Gathering Evidence chart. <table><tr><td>Gathering Evidence</td></tr><tr><td>Audience: [write audience]</td></tr><tr><td>Reason: [write one reason here]</td></tr><tr><td>Evidence Source:</td></tr><tr><td>Evidence:</td></tr></table>	Gathering Evidence	Audience: [write audience]	Reason: [write one reason here]	Evidence Source:	Evidence:
Gathering Evidence						
Audience: [write audience]						
Reason: [write one reason here]						
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Evidence:						

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	● research materials, such as printouts from notes taken while interviewing school community members and from BuildBPS ● Gathering Evidence sheet, one copy for each child Before copying the sheets, write one of the reasons chosen by the class at the top of each sheet. Form small groups of children to gather evidence for each reason. For example, if the class generated four reasons on Day 3, form four groups and make a copy of the sheet for each group member. During this lesson and continuing during Studios, children will find evidence to support the class's argument in resources such as interviews with school community members and BuildBPS. ● writing tools ● children's writing folders ● 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>We have now planned the thesis and reasons for our argument. As we noticed in One Word from Sophia, people often use evidence to provide more details about their reasons and to make their arguments stronger. Today we are going to look at the evidence Sophia uses and start planning for how to include evidence in our argument.</i>
Deconstruction 5 minutes	Refer to the first Argument anchor chart. <i>When Sophia argues to Mother, she uses the reason "Giraffes are better than cars." If she ended her argument there, it would not be as convincing. Instead, she provides evidence to support her reason. Her evidence provides more details about why giraffes are better than cars.</i> Read the evidence Sophia gives to Mother. Then, read the reasons and evidence Sophia uses to convince Father and Uncle Conrad. <i>Sophia uses different types of evidence, gathered in different places, to convince her audiences. For example, before talking to Uncle Conrad, she takes a poll of the other family members to find out</i>

	<i>what they think about her having a giraffe.</i>
Modeling 8 minutes	Show the Gathering Evidence chart. <i>Today we are going to begin looking for evidence to support our reasons. Here is a chart that looks like the tool you will use for gathering evidence. The audience is written here, at the top, to remind us who we are writing to. One of our reasons is written here. Let's think about how to provide evidence, or more details, to support this reason.</i> Discuss the reason and brainstorm which resources could be used to find evidence. For example, if the reason has to do with the structure of the school building, you might cite evidence from BuildBPS or from an interview with someone involved in building maintenance. Record one source of evidence in the Evidence Source box. Then, model for children the process of finding and recording one piece of evidence that will support the reason.
Joint Construction in Small Groups 15 minutes	<i>For the next few days during Writing and Studios, you will work in groups to find evidence to support our reasons. Each group will have one reason to explore. Use the process we just followed in the whole group to identify a source of evidence. Then, look for evidence in that source that provides more information to support your reason. There is room on your sheet to provide three pieces of evidence. You may or may not need to gather three. You will work together with your group to find and discuss evidence, but you will each write on your own paper.</i> Send children to work in groups. Circulate to support their work. Support could include: ● guiding children to research resources; ● helping them think through the types of evidence that could support their reasons; ● support with decoding and encoding, as needed.
Closing 1 minute	<i>If your group needs more time to gather evidence, you can continue your work at the Research Studio and tomorrow during Writing. We will use these reasons and evidence to write our letter.</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.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions.

WIDA	SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ELD-SI.K-3.Inform. Sort, clarify, and summarize ideas.
Ongoing assessment	As children work, circulate and take notes, focusing on the following questions: - What sources of evidence do children choose? - What types of evidence do children identify? - How comfortable are they with the process of finding evidence? - How much support do they need? - What support will children need as they continue to gather evidence during Studios?

Notes



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