

WEEK 7 Day 4

Writing Argument Joint Construction: Gathering Evidence Individual Construction: Reasons and Evidence	
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Content Objectives	I can use sources to find evidence to support a reason. (W.3.2, W.1.2.b) I can use research to write reasons and evidence. (W.3.2, W.2, W.1.2.b)
Language Objective	I can write a paragraph that includes a reason supported by at least one piece of evidence. I can use the Paragraph Checklist and Argument anchor charts and Word Bank for support as needed. (ELD-SS.2-3.Argue.Expressive)
Vocabulary	body: the main part of the letter evidence: facts and details used to support reasons in an argument reason: why the audience should do or think something
Materials and Preparation	● children’s writing folders, including Gathering Evidence sheets ● research materials, such as printouts from notes taken while interviewing school community members and from BuildBPS ● writing tools ● Argument Planning chart ● children’s writing notebooks ● Paragraph Checklists ● 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 you began gathering evidence to support reasons. Today you will continue this work and you will begin writing reasons and</i>

	<i>evidence in the body of your letters.</i>
Joint Construction in Small Groups 10 minutes	<i>Today when you gather evidence with your group, first review your reason and what you already gathered. Then brainstorm other resources you could use to find evidence. Write the source and the evidence on your sheet.</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.
Joint Construction 5 minutes	Gather the children back together and collect completed Gathering Evidence sheets. <i>You will write the reasons and evidence as the body of your letter. First, let's choose the most effective order for our reasons.</i> Review the reasons and decide as a class on the order, always considering the audience. Rearrange the reasons in the Argument Planning chart.
Individual Construction 13 minutes	<i>Now you will continue working on the body of your letter by writing the first reason, supported by evidence.</i> Invite the group that researched the first reason to share the evidence they gathered. Refer to the Independent Writing Routine chart. Point to Step 1. Show the Paragraph Checklist. <i>When you write your reason and evidence, you will write a paragraph. The first sentence, that says your big idea, is the reason. The next sentences will state the evidence that supports your reason. You just heard evidence from this group, and their research sheets will be available for you to remember what you heard.</i> <i>Say the reason and evidence in your head. 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.

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	<i>The first partner will tell their paragraph, and the second partner will ask a question. Then the second partner will tell their paragraph, and the first partner will ask a question.</i> As the children tell their paragraphs to their partners, circulate to support them. Support could include: ● referring to the Paragraph Checklist to support children in orally producing a paragraph beginning with a reason and supported by evidence; ● referring to children’s research to remind them of the evidence gathered; ● 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 audience of the argument and ensuring that the reasons and evidence appeal to the audience; ● 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 Paragraph Checklists and notebooks. As children write, pull small groups to support them. Support could include: ● referring to the Paragraph Checklist to support children in orally producing a paragraph beginning with a reason and supported by evidence; ● referring to children’s research to remind them of the evidence gathered; ● 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 audience of the argument and ensuring that the reasons and evidence appeal to the audience; ● 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. Support for encoding could include: ● referring to Foundations resources to review known spelling patterns; ● referring to and following the Encoding Prompting Guide table
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	copies to support children with writing words and sentences. While checking in with children, take notes on the argument observation tool.
Closing 1 minute	<i>Today you wrote a paragraph that stated a reason supported by evidence. Tomorrow you will continue writing the reasons and evidence in the body of your letter.</i>
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.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions. 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 reason supported by evidence. Use their dictation and writing to assess the extent to which children write reasons and evidence in a cohesive paragraph, and the Means of Expression used to show them. Take notes on the Argument Observation Tool.

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