

WEEK 7 Day 5

Writing Argument

Deconstruction: Adjectives and Adverbs

Individual Construction: Reasons and Evidence

Content Objective	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 include adjectives and adverbs to make my argument stronger. I can use the Paragraph Checklist and Argument anchor charts and Word Bank for support as needed. (W.2.2.a, L.1.2.e, ELD-SS.2-3.Argue.Expressive)
Vocabulary	adjective: a word or phrase used to describe a noun or pronoun adverb: a word or phrase used to describe a verb body: the main part of the letter evidence: facts and details used to support reasons in an argument noun: a word that names a person, place, thing, or idea reason: why the audience should do or think something verb: a word that expresses a physical action, mental action, or state of being
Materials and Preparation	● Argument anchor chart image: adverbs, cut out On the second Argument anchor chart, add the adverbs card below the positive and negative adjectives. ● Argument Letter slides ● Argument Planning chart and Gathering Evidence sheets ● children's writing notebooks ● Paragraph Checklists ● writing tools ● Argument Observation Tools ● charts and visual scaffolds:

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	○ Argument anchor charts ○ Encoding Prompting Guide table copies ○ Independent Writing Routine chart and table copies ○ Wh- Questions visual
Opening 1 minute	<i>Yesterday you wrote one reason supported by evidence. Today we will learn more about the language of argument, and you will continue writing reasons and evidence.</i>
Deconstruction 8 minutes	Refer to the second Argument anchor chart. <i>Remember, we learned that one way writers make their arguments stronger is by including adjectives. We collected positive and negative adjectives here that can be included in your arguments. When you are writing your reasons and evidence today, you will want to include adjectives.</i>
slide 17	Adjectives describe nouns and pronouns. But adverbs describe verbs. We can also use adverbs to make our arguments stronger. <i>Let's reread the letter. As we read, pay attention to the highlighted adverbs.</i>
slide 18	<i>The adverbs in argument often describe when and where things happen, just like in personal recount.</i> <i>In these sentences, Mommy uses adverbs to describe <u>when</u>. She says Ramón should hold her hand "when we cross the street." She recounts that "sometimes" he doesn't notice the cars.</i>
slide 19	<i>In this piece of evidence, Mommy uses adverbs to describe both <u>when</u> and <u>where</u>. "Yesterday" describes when the event happened, and "right in the road" describes where it happened.</i> Refer to the Argument Word Bank. <i>There are adverbs here that describe <u>when</u> and <u>where</u> that will help you as you write your reasons and evidence.</i>
Individual Construction 20 minutes	<i>Now you will continue working on the body of your letter by writing paragraphs that introduce a reason supported by evidence.</i> Invite the remaining groups to share the evidence they gathered. Refer to the Independent Writing Routine chart. Point to Step 1. Show the Paragraph Checklist. <i>Remember, you will write a paragraph that states the reason in the</i>

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	<i>first sentence and the evidence in the next sentences. When you write your paragraph, try to include adjectives and adverbs to make your argument stronger.</i> Point to the second reason on the Argument Planning chart. <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. <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 paragraphs 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;
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	- 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 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 continued to write reasons and evidence. Tomorrow you will finish writing your argument 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.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. W.2.2.b With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration. L.1.2.e Use adjectives and adverbs and choose between them depending on what is to be modified.
WIDA	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 prepositional phrases to identify time, place, (last year, in January, in our town, at school). [WORD/PHRASE] 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

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	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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Notes
