



WEEK 8 Day 1

Writing Argument

Individual Construction: Reasons and Evidence

Deconstruction and Individual Construction: Reinforcement of the Thesis, Closing, and Signature

Content Objectives	I can write a reinforcement of my thesis. (W.2.1, W.2) I can use a comma in the closing of a letter. (L.2.2.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, L.6.1.a, 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 audience: an individual or group for whom a piece of writing is composed body: the main part of the letter closing: the end of the letter, before the writer signs her or his name convince: to persuade evidence: facts and details used to support reasons in an argument reason: why the audience should do or think something recipient: the person or people receiving the letter; the audience reinforcement: saying again, in a new way signature: the letter-writer's name 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 and Gathering Evidence sheets - children's writing notebooks

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	● Paragraph Checklists ● writing tools ● Argument Observation Tools ● Argument Letter slides ● 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>Today you will finish your letters! You will complete the body of your letter and add a closing and signature.</i>
Individual Construction 8 minutes	Distribute children’s writing notebooks. Refer to the Independent Writing Routine chart. Point to Step 1. <i>Read your letter so far. Are there any reasons and evidence you still need to write? If you have written them all, can you add adjectives and adverbs to make your argument stronger? When you are ready to share your plan 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 plan, and the second partner will ask a question. Then the second partner will tell their plan, and the first partner will ask a question.</i> As the children tell their plans 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;

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	● 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; ● 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.
Deconstruction 2 minutes slide 8	<i>Mommy presents her thesis to Ramón by writing “You should hold my hand when we cross the street.” At the end of the letter, she reinforces her thesis by writing “Please hold my hand when we cross the street. You will be much safer with my help!” She makes the same argument, but uses different words.</i>
Individual Construction 10 minutes	Show the Argument Planning chart and review the thesis. <i>At the end of your arguments, you need to reinforce the thesis by saying it again, but in a new way.</i> Refer to the Independent Writing Routine chart. Point to Step 1. <i>Think about what sentence you will write. When you are ready to share with your partner, put a silent thumbs up in front of your chest.</i>

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	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 reinforcement of the thesis, and the second partner will ask a question. Then the second partner will tell their reinforcement of the thesis, and the first partner will ask a question.</i> As the children tell their plans to their partners, circulate 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 audience of the argument and ensuring that the reinforcement of the thesis appeals 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 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 audience of the argument and ensuring that the reinforcement of the thesis appeals 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 story. 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.
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Deconstruction 5 minutes slide 13	<i>You completed the body of your letter! After the body of the letter comes the closing and the signature. The closing is the part of the letter right before the signature. The closing Mommy uses here is “Love.” Let’s think about our audience; is “love” an appropriate closing for our letter?</i> Discuss why “love” is not appropriate for writing to the audience. Refer to the Argument anchor chart and brainstorm other possible closings for a letter, choose one as a class (most likely “Sincerely”), and add it to the class letter. <i>After writing the closing, we need to write a comma.</i> <i>The last part of most letters is the signature. The signature lets the recipient know who the letter is from.</i>
Individual Construction 3 minutes	<i>Now finish your letter by writing the closing and signature.</i> Circulate to support children by ensuring they write the closing and signature on the correct part of the page and that they include a comma.
Closing 1 minute	<i>You wrote convincing letters! Tomorrow you will provide each other feedback to make your writing even better.</i>
Standards WIDA	W.2.1. Write opinion pieces that introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. 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. L.6.2.a Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy). L.2.2.b Use commas in greetings and closings of letters. 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 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] ELD-SS.2-3.Argue.Expressive. Construct social studies arguments that show relationships between claim, evidence, and reasoning through summary statements to reiterate position (That’s why nurses are important community helpers.). [DISCOURSE] [SENTENCE]
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, a reinforcement of the thesis, and the Means of Expression used to show them. Take notes on the Argument Observation Tool.

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