

Unit 1: How We Learn in Our School Communities

WEEK 8 Day 3

Writing Argument

Revising

Content Objective	I can use feedback to revise my writing. (W.3.2, W.2.2.a, W.2, L.2.2.a, L.2.2.b, L.2.2.c, L.2.2.d, L.2.2.e)
Language Objective	I can orally describe how I will revise my argument using the feedback sheet. (SL.1.2.a, ELD-SI.K-3.Argue)
Vocabulary	argument: a genre of writing whose purpose is to convince someone to do or think something feedback: specific, helpful suggestions given to improve work publish: prepare writing for an audience revise: make changes to writing
Materials and Preparation	● children’s writing notebooks ● children’s Argument Feedback sheets ● writing tools ● teacher whiteboard Write the following prompt on the board: My next step is _____. ● Argument Observation Tools ● charts and visual scaffolds: ○ Argument anchor charts ○ Argument Word Bank ○ Encoding Prompting Guide table copies ○ Independent Writing Routine chart and table copies ○ Wh- Questions visual
Opening 2 minutes	<i>Today during Writing, you will revise your arguments based on the feedback you received from your partner.</i> Show one peer feedback sheet.

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	<i>You will use this feedback as you revise your writing. If you found that a part of your argument is missing, you will write that part in your writing notebook. If you found that part of your argument needs to be revised based on your partner's feedback, you will rewrite that part in your writing notebook.</i>
Individual Construction 27 minutes	Point to the Independent Writing Routine chart: Step 1. <i>Look at your argument and your Argument Feedback sheet. What steps do you need to take to revise your argument? 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. As the children tell their plans to their partners, circulate to support them. Support could include: ● reviewing children's arguments with them; ● suggesting how children begin revising parts of their work; ● reminding children of the routine for talking to a partner; ● restating what the partner has said, to check for understanding. Send the children with their arguments. As children work, circulate or pull small groups to support them. Support could include ● reminding children of their plans for revision; ● helping them choose which parts of their argument to begin revising; ● assisting children with how and/or where to make revisions in their writing notebooks; ● 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. 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.

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Closing 1 minute	<i>Today you revised your writing based on feedback to make your writing even better! Tomorrow you will publish your arguments.</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. L.2.2.a Capitalize holidays, product names, and geographic names. L.2.2.b Use commas in greetings and closings of letters. L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives. L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage→ badge; boy→ boil). L.2.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. SL.1.2.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). ELD-SI.K-3.Argue. Clarify and elaborate ideas based on feedback.
WIDA	
Ongoing assessment	Observe and take notes as children revise. What next steps do children set for themselves? How does children's understanding of audience influence their revisions? How deep is children's understanding of the stages of arguments? To what extent have children internalized the parts of a letter? What questions do they ask? Do they use wh- words?

Notes

