

Unit 1: How We Learn in Our School Communities

WEEK 8 Day 4

Writing Argument

Publishing

Content Objective	I can prepare my argument for an audience by publishing it. (W.3.2, W.2.2.a)
Language Objective	I can orally name what step I need to take to revise my work. I can use a sentence frame to share with my partner as needed. (SL.1.2, ELD-SI.K-3. Explain)
Vocabulary	argument: a genre of writing whose purpose is to convince someone to do or think something 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 evidence: facts and details used to support reasons in an argument greeting: the beginning of a letter, where the audience is addressed heading: the part of the letter that includes the recipient's address and the date publish: to prepare writing for an audience reason: why the audience should do or think something 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 letter paper, one copy for each child Before the lesson, make a copy of the letter paper, fill in the heading, including the date and address of the recipient, and copy this version for children's final drafts. ● Argument checklist, one copy for each child

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	● children’s writing notebooks ● teacher whiteboard Write the following prompt on the board. My next step is _____. ● writing tools ● 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 ○ Paragraph Checklists ○ Wh- Questions visual
Opening 5 minutes	<i>Yesterday you revised your writing. Today you will publish your argument letters!</i> Show the Argument letter paper. <i>You will publish your letter by copying it onto this sheet. I have already filled in the heading with the date and the recipient’s address!</i> Show the Argument Checklist. <i>You will use this checklist as you publish your letter. Begin by reading your greeting. If it is appropriate for the audience, copy it onto your letter paper and check it off on the checklist.</i> <i>Then read your thesis. If it clearly argues for what you want your audience to do and is appropriate for your audience, copy it onto your letter paper and check it off.</i> <i>Continue this process to check and copy all the parts of your letter.</i>
Individual Construction 24 minutes	Distribute children’s writing notebooks, letter paper, and Argument checklists. Point to the Independent Writing Routine chart: Step 1. <i>Look at your argument letter. What steps do you need to take to publish it? 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.

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	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 publish the revised 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 to publish. As children work, circulate to support them. Support could include ● reminding children of their plans for revision and/or publishing; ● organizing a small group, as needed, to support any final revisions or the transfer of work from their writing notebooks to the Argument letter paper.
Closing 1 minute	<i>We have learned so much about what makes a school a place where everyone can do their best learning, and we wrote strong arguments to advocate for change!</i> Note that there is no Day 5 lesson; Writing time should be dedicated to presenting the Our Schools project.
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.2.2.a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
WIDA	ELD-SI.K-3.Explain. Share initial thinking with others.
Ongoing assessment	Review children’s published work for clarity. Reflect and make notes about the unit. What did children understand about the purpose, structure, and language of argument? What is still challenging? What needs to be revisited when studying argument in Unit 4?

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	What might I do differently next year?
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Notes
