

## WEEK 6 Day 2

### Writing Argument

#### Introduction to and Beginning Revising and Publishing

Today’s lesson launches the work of revising and publishing that continues on Days 3-4. This lesson addresses revisions (children’s individual revisions and teacher-directed small group revisions). Publishing begins on Day 3.

Children work individually and with partners or small groups to review their work and plan for revisions, considering whether their work makes sense and follows the purpose of argument: to convince someone to do something.

In preparation, the teacher identifies one area of revision for each child, focused on an aspect of structure or language and drawn from observations made throughout the unit. Children then receive guidance from the teacher to make these revisions by meeting in small groups with similar needs.

<b>Content Objective</b>	I can revise my writing to fit the purpose, structure, and language of argument. (W.2.K.a, W.3.K.b)
<b>Language Objective</b>	I can discuss with a partner or small group how my writing should be revised. (SL.1.K.a)
<b>Vocabulary</b>	<p><b>argument:</b> a genre of writing whose purpose is to convince someone to do something or about something</p> <p><b>revise:</b> make changes to writing</p> <p><b>publish:</b> to prepare writing for an audience</p> <p><b>audience:</b> an individual or group for whom a piece of writing is composed</p> <p><b>feedback:</b> specific, helpful suggestions given to improve work</p>
<b>Materials and Preparation</b>	<p>These materials will be used during Days 2-3 this week.</p> <ul style="list-style-type: none"> <li>Argument Observation Tools</li> </ul> <p>Before the lesson, review the children’s Argument Observation Tools, Argument Feedback sheets, along with other notes taken during Writing, to identify the strongest area of need for each child. Form groups of children with similar needs. Ideally, children should be divided into 4 groups—2 to meet on Day 2 and 2 to meet on Day 3. See the descriptions below to guide possible group focus areas.</p> <p>For Revisions:</p>

	<ul style="list-style-type: none"> <li>● writing tools</li> <li>● children’s drawing and writing books, including argument letters</li> <li>● Argument anchor chart, from Week 2, Day 3</li> </ul> <p>For Small Group instruction:</p> <ul style="list-style-type: none"> <li>● unit texts</li> <li>● Parts of a Letter slides</li> <li>● system for keeping track of shared work</li> </ul> <p>Choose one child who would like to share an argument, preferably a child who has not yet shared his work.</p>
<p><b>Opening</b> 5 minutes</p>	<p><i>You have learned a lot about writing <b>arguments</b> during this unit! We wrote an argument poster together as a class, and you wrote your own argument letters! This week you are going to <b>revise</b> and <b>publish</b> your work to get it ready for your <b>audience</b>—a person or people at home.</i></p> <p><i>Yesterday you gave each other <b>feedback</b> about your argument letters. Today you will use that feedback to make your writing even better.</i></p>
<p><b>Individual Construction</b> 20 minutes, concurrent with Small Group instruction</p>	<p>Send the children with drawing and writing books to revise their work.</p>
<p><b>Small Group Possibilities</b> 20 minutes, concurrent with Individual Construction</p>	<p>As children work individually, pull small groups with similar needs to improve one aspect of their writing. The aspects addressed in revisions should be features of argument taught during the unit. The following are suggestions for what to address in small groups.</p> <p><u>Audience</u> Remind children of the importance of considering the audience when writing an argument. Review the audiences of children’s letters and guide them to include a thesis and reasons that appeal to those audiences. In addition, help them adjust the language of their letters so that it appeals to their chosen audiences.</p> <p><u>Thesis</u> Have children review the thesis of their letters. If the thesis is missing, guide them to say, and then write, an appropriate thesis. If the thesis needs revising, help them revise the thesis to clearly state what they want the audience to do.</p> <p><u>Reasons</u></p>

	<p>Remind children that reasons support the thesis and appeal to the audience. Support the children in generating at least two reasons, drawn from resources such as unit texts.</p> <p><u>Reinforcement of the Thesis</u> Assist children in adding/revising a reinforcement of the thesis by having them restate the thesis, but in a new way.</p> <p><u>Parts of a Letter</u> Have children compare their letters to the model letter. Help them to identify which parts are missing or need revision. Guide children to revise their letters so that they follow the conventions of a letter.</p>
<b>Closing</b> 5 minutes	Choose one experience from your small group instruction to share with the class. This should be informative to all children as they grow as writers.
<b>Standards</b>	<p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.</p> <p><b>W.2.K.a</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>
<b>Ongoing assessment</b>	Note children’s participation in and understanding of the content of each small group.

<b>Notes</b>	
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