



Writing Argument

Deconstruction: Argument Letter

Content Objectives	<p>I can identify the stages of an argument. (W.3.2)</p> <p>I can identify the parts of a letter.</p>
Language Objectives	<p>I can identify the reasons and evidence in an argument. (SL.2.2.a)</p> <p>I can discuss the choices writers make based on their audiences. (SL.1.2)</p>
Vocabulary	<p>argument: a genre of writing whose purpose is to convince someone to do something or about something</p> <p>audience: an individual or group for whom a piece of writing is composed</p> <p>body: the main part of the letter</p> <p>closing: the end of the letter, before the writer signs her or his name</p> <p>convince: to persuade</p> <p>evidence: facts and details used to support reasons in an argument</p> <p>greeting: the beginning of a letter, where the audience is addressed</p> <p>heading: the part of the letter that includes the recipient's address and the date</p> <p>reason: why the audience should do or think something</p> <p>recipient: the person or people receiving the letter; the audience</p> <p>signature: the letter-writer's name</p> <p>stages: the parts of a piece of writing</p> <p>thesis: the part of the argument that states what the writer or speaker is trying to convince someone to do or think</p>
Materials and Preparation	<ul style="list-style-type: none"> Argument Letter, child copy, one (half sheet) for each child Argument Letter slides
Opening 1 minute	<p><i>This week in Text Talk, we have begun to work on the Our Schools project. For part of the project, we will write a letter convincing our audience to make a change in our school. Today we will read an argument letter. We will review the stages of argument, and, to prepare for writing a letter together, we will learn about the parts of</i></p>

	<i>a letter.</i>
Deconstruction 15 minutes slide 2	<p><i>First, let's read the letter together. I will project the letter, and you can follow along with your own copy.</i></p> <p>Distribute children's copies of the letter. Then, read the letter, having children follow along and whisper-read.</p> <p><i>Who wrote this letter?</i> <i>Who is the audience?</i></p> <p><i>What is Mommy trying to convince Ramón to do?</i> <i>Point to where you think the thesis of the letter is. Remember, the thesis of an argument is when the writer states what she is trying to convince the audience to do.</i></p>
slide 3	<i>This is the thesis of the letter.</i>
slide 4	<p><i>Here is a chart that looks like the one we used when we discussed the stages of One Word from Sophia. Here at the top it says "Thesis."</i></p> <p>Read the thesis, and have children check that this is the part of the letter they identified.</p>
slide 5	<p><i>The highlighted part of the letter is the first paragraph. Point to the first paragraph on your sheet, and we will read it together. As we read, think about the reason Mommy gives.</i></p> <p>Read the paragraph together. <i>What is Mommy's reason here?</i></p>
slide 6	<p><i>In this paragraph, Mommy gives one reason for why Ramón should hold her hand when he crosses the street. She says that sometimes he does not notice the cars that are coming. Then, she supports her reason by including evidence. Evidence is facts or other details that give more information about a reason. Here, the evidence is that Ramón ran into the road without looking.</i></p> <p>Indicate the first reason and evidence on the chart.</p>
slide 7	<p><i>Now let's take a look at the second paragraph. Please point to the second paragraph, and we will read together. As we read, think about the reason Mommy gives, as well as the evidence used to support that reason.</i></p> <p>Read the paragraph together. <i>What is Mommy's reason here?</i> <i>What evidence does she give to support it?</i></p>
slide 8	Indicate the second reason and evidence on the chart.
slide 9	<i>The third paragraph includes the reinforcement of the thesis, when Mommy says her thesis again, but in a new way. Point to the third</i>

	<p><i>paragraph. As we read together, listen for the reinforcement of the thesis.</i></p> <p>Read the paragraph together.</p> <p><i>What does Mommy say here?</i></p>
slide 10	Indicate the Reinforcement of the Thesis in the chart.
<p>Deconstruction 5 minutes</p> <p>slide 11</p>	<p><i>We have talked about the importance of audience in an argument. Sophia made different arguments to each of her family members, based on their professions.</i></p> <p><i>Let's take a look back at the letter to see what choices Mommy made when writing to her audience—her five-year-old son.</i></p> <p><i>Because she is Ramón's Mommy, she says "You should" at the beginning of the letter. A parent can tell a child what she should do. However, if I was writing a letter to the principal, I probably would not write "You should," because it sounds bossy, and I am not the principal's boss.</i></p> <p><i>Mommy also writes about Ramón's experiences and signs the letter "Love."</i></p>
<p>Deconstruction 8 minutes</p> <p>slide 12</p>	<p><i>Now let's go through the letter again to learn about the parts of a letter.</i></p> <p><i>A letter begins with a heading, the part of the letter where the letter writer writes the date. The recipient is the person or people to whom the letter is written.</i></p> <p><i>Point to the part of the letter that you think is the heading. Why do you think that is the heading?</i></p>
slide 13	<p><i>After the heading is the greeting. In the greeting, the letter writer addresses the audience.</i></p> <p><i>Letter writers use different types of greetings, but "Dear" is a common one. This letter uses "Dear" for a greeting. Point to the greeting.</i></p>
slide 14	<i>The body of the letter is the main part of the letter, the part that includes the letter's message. Point to the body of the letter.</i>
slide 15	<p><i>Letters end with a closing. The closing signals the end of the letter, before the letter-writer signs their name.</i></p> <p><i>There are different types of closings. If someone is writing a more formal letter, they might use "Sincerely." If someone is writing a</i></p>

	<p><i>friendly letter to a family member, they might use “Love.”</i></p> <p><i>Point to the closing. What closing does Mommy use? Mommy really thought about her audience when she chose the closing “Love.”</i></p> <p><i>The last part of a letter is the signature. A signature is someone’s name. Point to the signature.</i></p>
Closing 1 minute	<p><i>Today we read an argument letter to review its stages and to learn about the parts of a letter. Tomorrow we will plan together for our class argument.</i></p>
Standards	<p>W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p>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.</p> <p>SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
Ongoing assessment	<p>Reflect on the deconstruction.</p> <p>Were children able to follow along on their copies?</p> <p>Which stages of argument were easy for children to identify? Which were challenging?</p> <p>Do children understand the parts of a letter?</p> <p>What additional support might they need as they begin letter writing?</p> <p>What do children understand about the choices writers make based on audience?</p> <p>What is still confusing?</p>