




## WEEK 6 Day 3

### Writing Argument

#### Deconstruction: Argument Stages

<b>Content Objectives</b>	<p>I can name the stages of arguments. (W.3.2, W.2)</p> <p>I can discuss the main purpose of a text. (R.9.2.b)</p>
<b>Language Objective</b>	I can discuss a text with my classmates. (SL.1.2)
<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>argue:</b> to convince someone to do something or about something</p> <p><b>audience:</b> an individual or group for whom a piece of writing is composed</p> <p><b>convince:</b> to persuade</p> <p><b>evidence:</b> facts and details used to support reasons in an argument</p> <p><b>purpose:</b> the reason for doing or creating something</p> <p><b>reason:</b> why the audience should do or think something</p> <p><b>reinforcement:</b> saying again, in a new way</p> <p><b>stages:</b> the parts of a piece of writing</p> <p><b>thesis:</b> the part of the argument that states what the writer or speaker is trying to convince someone to do or think</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• <i>One Word from Sophia</i>, Jim Averbeck</li> <li>• <i>One Word from Sophia</i> chart, from Day 1</li> <li>• Why We Write chart, from Week 1, Day 1</li> <li>• Why We Write: <i>One Word from Sophia</i> half-sheet</li> <li>• Argument anchor chart images: mentor texts and stages</li> <li>• chart paper</li> </ul> <p>Prepare the following Argument anchor chart. Cut out the mentor text images and glue them to the chart.</p>

	<div style="border: 1px solid black; padding: 10px; background-color: #f0f0f0;"> <p style="text-align: center;"><b>Argument</b></p> <p><b>Purpose:</b> to convince someone to do something; to convince someone about something</p> <p><b>Examples:</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p><b>Stages:</b></p> </div>
<b>Opening</b> 1 minute	<i>Today we are going to finish reading One Word from Sophia and discuss the purpose and stages of argument.</i>
<b>Deconstruction</b> 28 minutes  pages 20-33	<p>Quickly flip through the beginning of the book to review what has happened so far.</p> <p style="text-align: center;"><i>The last argument Sophia makes is to Grand-mamá.</i></p> <p>Read fluently from page 20 to the end of the book.</p> <p style="text-align: center;"><i>The title of the book is One Word from Sophia. What is the “one word” Sophia used to convince her family? [please]</i></p>
	<p>Refer to the <i>One Word from Sophia</i> chart.</p> <p style="text-align: center;"><i>We have been recording information about the <b>stages</b>, or parts, of arguments. Arguments begin with a <b>thesis</b>, the part of the argument that states what the writer or speaker is trying to convince someone to do or think.</i></p> <p style="text-align: center;"><i>We have learned that when someone argues, they also have to provide the audience with reasons why the audience should do or think something. Here we recorded the reasons Sophia gave to Mother, Father, and Uncle Conrad.</i></p> <p style="text-align: center;"><i>Sophia made her argument stronger by providing evidence to support her reasons, which we recorded here.</i></p> <p>Point to Reinforcement of the Thesis on the chart.</p> <p style="text-align: center;"><i>At the end of arguments, writers repeat, or <b>reinforce</b>, their thesis, often using different words to say the same thing. In this case, we found that Sophia said “Please” to convince her audience.</i></p> <p>Write “Please.” in the Reinforcement of the Thesis section of the chart.</p>
	<p>Refer to the Why We Write chart.</p> <p style="text-align: center;"><i>We have been keeping track of the purposes for different types of</i></p>

	<p><i>writing. What do you think is the purpose of One Word from Sophia?</i></p> <p>Harvest several ideas, and record them on the <i>One Word from Sophia Why We Write</i> sheet.</p> <p><i>Is the purpose of One Word from Sophia similar to the purpose of other texts on the chart, or should we start a new section?</i></p> <p>Tape the sheet to the chart in a new section.</p>
	<p>Introduce the Argument anchor chart.</p> <p>Point to the Purpose section.</p> <p><i>One Word from Sophia is an <b>argument</b>, whose purpose is to convince someone to do something or to convince someone about something.</i></p> <p>Point to the Examples section.</p> <p><i>This week we read One Word from Sophia. Next week we will read another argument, called I Wanna Iguana. We will also read an argument letter.</i></p> <p>Point to the Stages section.</p> <p><i>Today we learned the stages of argument.</i></p> <p>Add the stages images to the anchor chart, quickly reviewing them as they are added.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we finished reading One Word from Sophia and learned about the purpose and stages of argument. Tomorrow we will read a letter that is an argument and learn about the parts of a letter.</i></p> <p>Note: Leave the Argument anchor chart posted. The class will continue to reference and add to the chart throughout the unit. It will also be reintroduced during Unit 4, when Argument is revisited.</p>
<p><b>Standards</b></p>	<p><b>R.9.2.b</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>W.3.2</b> Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p><b>W.2</b> Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p><b>SL.1.2</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>
<p><b>Ongoing assessment</b></p>	<p>Throughout the lesson, listen for and make note of children's understanding of the stages of arguments.</p>