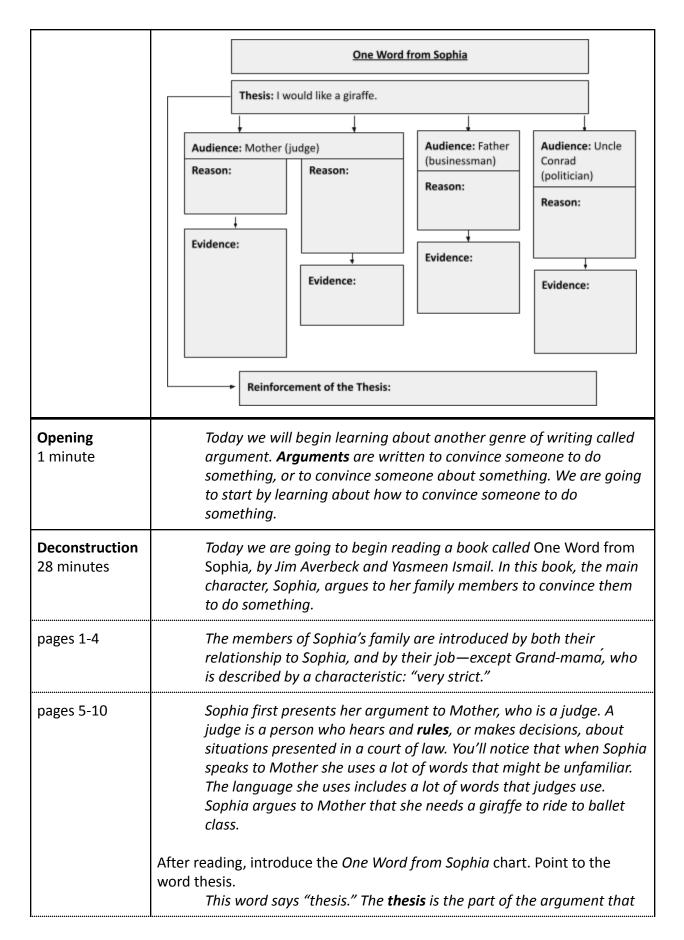
## WEEK 6 Day 1



## **Writing Argument**

**Deconstruction: Introduction to Argument** 

Content Objective	I can name the purpose of arguments. (R.9.2.b)		
Language Objective	I can listen to a text to identify the thesis, reasons, and evidence in an argument. (SL.2.2.a)		
Vocabulary	argue: to convince someone to do something or about something argument: a genre of writing whose purpose is to convince someone to do something or about something convince: to persuade evidence: facts and details used to support reasons in an argument genre: a type of writing reason: why the audience should do or think something rule: to make decisions about 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	To become familiar with the genre and how it is taught, read Writing: Introduction to Argument (in the Unit 2 Introduction documents).  • One Word from Sophia, Jim Averbeck Pre-mark page numbers in the book to correspond with the less Page 1 begins "Sophia's birthday was coming up"  • chart paper Prepare the following One Word from Sophia chart.		



states what the writer or speaker is trying to convince someone to do or think. Sophia begins her argument to Mother by saying "I would like a giraffe." That's her thesis. To convince Mother to buy her a giraffe, Sophia can't just say that she wants one. She also has to provide reasons. The first reason she gives for having a giraffe is that giraffes are better than cars. Write the first reason in the One Word from Sophia chart. See the following example. Sophia then goes on to provide Mother with evidence that giraffes page 5 are better than cars. I am going to reread that page. As I read, listen for the ways Sophia says that giraffes are better than cars. Reread page 5 in the following chunks, pausing after each to record the evidence on the chart. See the following example. Read "I would like a giraffe..." to "...than the cars we use now." Write "Giraffes burn less gasoline." in the same Evidence box. • Read "In the last fifty years..." to "...strong safety record." Write "Giraffes are safer." under Evidence. • Read "Also, giraffes..." to "...major diseases." Write "Giraffes do not cause major diseases." under Evidence. Read "Giraffes are legal in all fifty states." Write "Giraffes are legal." under Evidence. One Word from Sophia Thesis: I would like a giraffe. Audience: Father Audience: Uncle Audience: Mother (judge) (businessman) Conrad Reason: Giraffes Reason: A giraffe (politician) are better than could take me to Reason: ballet class and cars. Reason: deliver me right to the second Evidence: floor. Evidence: Giraffes burn less gasoline. Evidence: map of Evidence: Giraffes are safer. the route to Giraffes do not ballet class cause major diseases. Giraffes are legal. Reinforcement of the Thesis: Sophia provides Mother with one other reason why she should have page 6

	a giraffe to ride to ballet class. She says "A giraffe could take me to ballet class and deliver me right to the second floor."  Write the second reason in the One Word from Sophia chart. See the previous example.  The evidence she provides to support that reason is a map of the route she would take to ride the giraffe all the way to the second floor, where her dance class is.  Record the evidence for the second reason in the chart. See the previous example.	
Closing 1 minute	Today we began learning about a new genre: argument. We learned that arguments are written to convince someone to do something or about something. In One Word from Sophia, Sophia argues to convince her family members to buy her a giraffe. Tomorrow we will read the arguments she makes to Father and Uncle Conrad. We'll continue to write what we find on this chart.  Keep the chart available for use in succeeding lessons.	
Standards	R.9.2.b Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.  SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
Ongoing assessment	Throughout the lesson, listen for and make note of children's understanding of arguments.  Do children understand the purpose of argument?  Do children understand the stages of argument: thesis, reasons, and evidence?	

Notes		