



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	<p>argue: to convince someone to do something or about something</p> <p>argument: a genre of writing whose purpose is to convince someone to do something or about something</p> <p>convince: to persuade</p> <p>evidence: facts and details used to support reasons in an argument</p> <p>genre: a type of writing</p> <p>reason: why the audience should do or think something</p> <p>rule: to make decisions about</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	<p>To become familiar with the genre and how it is taught, read Writing: Introduction to Argument (in the Unit 2 Introduction documents).</p> <ul style="list-style-type: none"> • <i>One Word from Sophia</i>, Jim Averbeck Pre-mark page numbers in the book to correspond with the lesson. Page 1 begins “Sophia’s birthday was coming up...” • chart paper Prepare the following <i>One Word from Sophia</i> chart.

	<pre> graph TD Title[One Word from Sophia] --> Thesis[Thesis: I would like a giraffe.] Thesis --> Audience1[Audience: Mother (judge)] Thesis --> Audience2[Audience: Father (businessman)] Thesis --> Audience3[Audience: Uncle Conrad (politician)] Audience1 --> Reason1[Reason:] Audience1 --> Evidence1[Evidence:] Audience2 --> Reason2[Reason:] Audience2 --> Evidence2[Evidence:] Audience3 --> Reason3[Reason:] Audience3 --> Evidence3[Evidence:] Evidence1 --> Reinforcement[Reinforcement of the Thesis:] Evidence2 --> Reinforcement Evidence3 --> Reinforcement Reinforcement --> Thesis </pre>
Opening 1 minute	<p>Today we will begin learning about another genre of writing called argument. Arguments are written to convince someone to do something, or to convince someone about something. We are going to start by learning about how to convince someone to do something.</p>
Deconstruction 28 minutes	<p>Today we are going to begin reading a book called <i>One Word from Sophia</i>, by Jim Averbeck and Yasmeen Ismail. In this book, the main character, Sophia, argues to her family members to convince them to do something.</p>
pages 1-4	<p>The members of Sophia’s family are introduced by both their relationship to Sophia, and by their job—except Grand-mamá, who is described by a characteristic: “very strict.”</p>
pages 5-10	<p>Sophia first presents her argument to Mother, who is a judge. A judge is a person who hears and rules, or makes decisions, about situations presented in a court of law. You’ll notice that when Sophia speaks to Mother she uses a lot of words that might be unfamiliar. The language she uses includes a lot of words that judges use. Sophia argues to Mother that she needs a giraffe to ride to ballet class.</p> <p>After reading, introduce the <i>One Word from Sophia</i> chart. Point to the word thesis.</p> <p>This word says “thesis.” The thesis is the part of the argument that</p>

	<p><i>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.</i></p> <p><i>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.</i></p> <p>Write the first reason in the <i>One Word from Sophia</i> chart. See the following example.</p>
page 5	<p><i>Sophia then goes on to provide Mother with evidence that giraffes 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.</i></p> <p>Reread page 5 in the following chunks, pausing after each to record the evidence on the chart. See the following example.</p> <ul style="list-style-type: none"> • 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.
page 6	<p><i>Sophia provides Mother with one other reason why she should have</i></p>

	<p><i>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.”</i></p> <p>Write the second reason in the <i>One Word from Sophia</i> chart. See the previous example.</p> <p><i>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.</i></p> <p>Record the evidence for the second reason in the chart. See the previous example.</p>
Closing 1 minute	<p><i>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.</i></p> <p>Keep the chart available for use in succeeding lessons.</p>
Standards	<p>R.9.2.b Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <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.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>Throughout the lesson, listen for and make note of children’s understanding of arguments.</p> <p>Do children understand the purpose of argument?</p> <p>Do children understand the stages of argument: thesis, reasons, and evidence?</p>

Notes
