



WEEK 6 Day 2

Writing Argument

Deconstruction: Introduction to Audience

Content Objective	I can compare the ways Sophia argues to different audiences. (W.3.2)
Language Objective	I can identify reasons and evidence in an argument. (SL.2.2.a)
Vocabulary	<p>audience: an individual or group for whom a piece of writing is composed</p> <p>evidence: facts and details used to support reasons in an argument</p> <p>reason: why the audience should do or think something</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"> ● audience Weekly Word card ● <i>One Word from Sophia</i>, Jim Averbeck ● <i>One Word from Sophia</i> chart, from Day 1
Opening 1 minute	<p><i>Yesterday we began learning about arguments. We learned that arguments are written to convince someone to do something, or to convince someone about something. Today we are going to talk about audience. Remember, an audience is the person or people who the text is written for. [Refer to the Weekly Word card.] When writing arguments, it is very important to think about your audience.</i></p> <p><i>Yesterday we read Sophia's argument to Mother. Today we will read her arguments to other audiences: Father and Uncle Conrad.</i></p>
Deconstruction 28 minutes	<p>Refer to the <i>One Word from Sophia</i> chart.</p> <p><i>We will continue using this chart to keep track of Sophia's arguments to other members of her family. Just like with Mother, Sophia's thesis to her other family members—what she is arguing for—is "I would like a giraffe." As we read her other arguments, we</i></p>

	<p><i>are going to pay attention to the reasons and evidence she gives to different members of her family.</i></p>
pages 11-14	<p><i>Father is a businessman, which means that he owns or is in charge of a business. Businesspeople are often thinking about how to make money.</i></p> <p>After reading, discuss Sophia's argument to Father. <i>What reason did Sophia use to convince Father?</i></p> <p><i>What evidence did Sophia provide to support her reason?</i></p> <p>Record the information in the chart. See the following example.</p>
pages 15-19	<p><i>Uncle Conrad is a politician. Politicians work in the government and make decisions for communities. They often take polls, or surveys, to find out what people in their communities think about different ideas.</i></p> <p>After reading, discuss Sophia's argument to Uncle Conrad. <i>What reason did Sophia use to convince Uncle Conrad?</i></p> <p><i>What evidence did Sophia provide to support her reason?</i></p> <p>Record the information in the chart. See the following example.</p> <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: Giraffes are better than cars.] Reason1 --> Evidence1[Evidence: Giraffes burn less gasoline. Giraffes are safer. Giraffes do not cause major diseases. Giraffes are legal.] Audience1 --> Reason2[Reason: A giraffe could take me to ballet class and deliver me right to the second floor.] Reason2 --> Evidence2[Evidence: map of the route to ballet class] Audience2 --> Reason3[Reason: People will pay me for poop.] Reason3 --> Evidence3[Evidence: graph showing how much money she would make] Audience3 --> Reason4[Reason: Ballerinas should ride giraffes to school.] Reason4 --> Evidence4[Evidence: poll showing four out of five members of the household agreed] Evidence1 --> Reinforcement[Reinforcement of the Thesis:] Evidence2 --> Reinforcement Evidence3 --> Reinforcement Evidence4 --> Reinforcement </pre>
	<p><i>Why did Sophia argue differently to different family members? [she has different relationships with them; they have different jobs]</i></p>

