



Writing Argument

Deconstruction and Joint Construction: Reasons

Content Objective	I can write reasons that support a thesis and appeal to the audience. (W.3.2, W.2, W.1.2.b)
Language Objective	I can engage in class discussion about which reasons are most appropriate for the thesis and audience. (SL.1.2)
Vocabulary	<p>appeal: to be interesting</p> <p>audience: an individual or group for whom a piece of writing is composed</p> <p>reason: why the audience should do or think something</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 Planning chart, from Day 2 <i>One Word from Sophia</i> chart, from Week 6, Day 1 Argument Letter slides, from Week 6, Day 4 “Who Makes Decisions in Our Schools?” slides, for reference children’s ideas sheets from Week 6, Day 5 <p>On the group’s project idea sheet, children also included reasons to support their proposal. Write each relevant reason on a sticky note to be included with the work done by the class.</p> <ul style="list-style-type: none"> writing tools sticky notes, four for each pair of children
Opening 1 minute	<i>Yesterday we chose the thesis for our argument. Today we are going to decide on reasons to support our thesis.</i>
Deconstruction 8 minutes	<p><i>Just like the thesis, the reasons in an argument are chosen carefully, to appeal to, or be interesting to, a specific audience. Let’s take a look at the arguments made by Sophia and Alex to see which reasons they used.</i></p> <p>Review the Reasons portions of the <i>One Word from Sophia</i> chart and slide 10 from the Argument Letter slides. Discuss how Sophia and Mommy choose reasons that will appeal to the audiences they are arguing to.</p>

<p>Joint Construction 10 minutes</p>	<p>Review the class's thesis.</p> <p><i>Just like Sophia and Mommy, we need to decide on reasons for our argument that will appeal to our audience. Take a minute to put yourself in their shoes, to consider their point of view. What is important to them? Let's review the notes we wrote about our audience in our chart yesterday. Is there anything else we should add?</i></p> <p>Give children time to think and then harvest their ideas. Refer to the "Who Makes Decisions in Our Schools?" slides as needed. Record children's ideas near the Audience portion of the Argument Planning chart.</p> <p><i>When we chose our topic, the group came up with some reasons to support their idea. I wrote these reasons on sticky notes for us to consider. Now we will brainstorm additional reasons to support our thesis.</i></p> <p>Read the prepared reasons.</p> <p><i>Each pair will get four sticky notes. Write one reason on each sticky note. You do not need to fill all four. You do not need to write complete sentences on the sticky notes; just jot down your ideas. As you write, remember to think of reasons that support the thesis and appeal to the audience.</i></p> <p>Pair children. Distribute the writing tools and sticky notes and have each pair write up to four reasons to support the thesis.</p>
<p>Closing 11 minutes</p>	<p>Gather the children back together to share their reasons. Have each child read his/her reasons and quickly group the sticky notes by common ideas.</p> <p>As a class, decide on the reasons that best support the thesis and appeal to the audience. Respectfully eliminate reasons that do not relate to the topic or appeal to the audience, discussing with the children why these reasons are not a good fit. Choose the strongest reasons, and make sure that each reason is a different point.</p> <p>Write the chosen reasons on the Argument Planning chart, making edits and revisions as necessary.</p>
<p>Standards</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>W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p>W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions.</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</p>

	groups.
Ongoing assessment	<p>As children work, circulate and take notes, focusing on the following questions:</p> <p>How well do children understand their audience?</p> <p>Do children’s reasons support the thesis?</p> <p>Are the reasons appealing to the audience?</p>

<p>Notes</p>
