

Unit 1: How We Learn in Our School Communities

WEEK 7 Day 5

Writing Argument

Joint Construction: Heading, Greeting, Thesis, and Evidence

Content Objectives	I can write a letter, choosing words appropriate for my audience. (W.3.2, W.2) I can use notes to write evidence to support a reason. (W.3.2, W.2, W.1.2.b)
Language Objectives	I can use a comma in the greeting of a letter. (L.2.2.b) I can discuss with my group how to turn notes into complete sentences. (SL.1.2)
Vocabulary	appeal: to be interesting audience: an individual or group for whom a piece of writing is composed body: the main part of the letter evidence: facts and details used to support reasons in an argument greeting: the beginning of a letter, where the audience is addressed heading: the part of the letter that includes the recipient's address and the date reason: why the audience should do or think something recipient: the person or people receiving the letter; the audience reinforcement: saying again, in a new way 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	<ul style="list-style-type: none">● Argument Letter slides, from Week 6, Day 4● markers● chart paper, or computer and projector Prepare for writing a letter by writing the recipient's address on the top left of the paper, leaving space for the date at the top right (see the example below). Note: Using a computer and projector for this will save time when publishing the letter later. <div></div>

	<div> <p>Superintendent Brenda Cassellius 2300 Washington Street Roxbury, MA 02119</p> </div> <ul style="list-style-type: none"> • Argument Planning chart, from Day 2 • Gathering Evidence chart, from Day 4 • markers • blank sheet of chart paper • writing tools • Gathering Evidence sheets, from Day 4 • half sheets of blank paper, up to three for each group (one for each piece of evidence)
Opening 1 minute	<p><i>We have done a lot of planning and preparation; these are important parts of writing, to make sure that as writers we know exactly what we want to write. Now we are ready to begin our letter!</i></p>
Joint Construction 13 minutes	<p>Refer to slide 15 in the Argument Letter slides.</p> <p><i>When we read the letter from Mommy, we talked about the parts of a letter. At the top of a letter is a heading. Here I have filled in some of the information in the heading, the name and address of our letter's recipient. What other information belongs in the heading?</i></p> <p><i>I am going to write the date here. For now, I am going to write today's date. When we create our final copy to mail, we will write the date when we complete the letter.</i></p> <p><i>Let's take a look at the next part of the letter: the greeting. When people write letters, they often begin the greeting with "Dear." Our audience is _____. Beginning the letter with "Dear" is appropriate for our audience and the type of letter we are writing.</i></p>

	<p>Write “Dear _____”.</p> <p><i>After writing “Dear” and the name of the recipient, we need to write a comma—like this: [write the comma]</i></p> <p><i>The next part of a letter is the body. The body of our letter will include all of the parts of arguments that we have been talking about: a thesis, reasons, evidence, and a reinforcement of the thesis. Today we will begin by writing our thesis.</i></p> <p>Review the thesis from the Argument Planning chart, and write it as the first sentence in the letter.</p>
<p>Joint Construction 15 minutes</p>	<p><i>After the thesis, we will write the reasons and evidence in the body of our letter. First we will need to turn our research notes into writing.</i></p> <p><i>Remember, we are writing to [audience], so what we write and how we write it needs to appeal to them.</i></p> <p>Review the information in the Gathering Evidence chart.</p> <p>On a blank sheet of chart paper, use shared writing to turn the class’s evidence notes into text. Model how to cite the source of the evidence.</p> <p><i>Now it is your turn to take your notes and turn them into writing. Working together with your group, begin by reading your reason and evidence. Then, talk about how to take your evidence notes and write them as full sentences. Write one piece of evidence, in complete sentences, on each sheet of blank paper.</i></p> <p>Dismiss the children to work in groups. Circulate to support their work, guiding them to cite the sources of their evidence and write sentences appropriate to their audience.</p>
<p>Closing 1 minute</p>	<p><i>Today we worked on our class letter, and you turned your research notes into writing. You will have time in Studios to continue your research, and you will continue writing evidence next time during Writing.</i></p> <p>Collect the groups’ half sheets for use in future lessons.</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 groups.</p>

	L.2.2.b Use commas in greetings and closings of letters.
Ongoing assessment	<p>As children work in the whole group, note their understanding of the parts of a letter.</p> <p>As children work in small groups, circulate and take notes, focusing on the following questions:</p> <ul style="list-style-type: none"> How effective are children at turning their notes into text? How do children cite their evidence? Does the language children are using match the audience?

Notes
