

## WEEK 8 Day 3

### Writing Argument

#### Feedback

The feedback process outlined here involves providing and receiving feedback from another second grade class. If the class's letter is written on chart paper, feedback can be provided on sticky notes. If the class's letter is digital, feedback can be provided in the form of comments in Microsoft Word or Google Docs, or on chart paper.

If there is not another second grade class in the school, the class may still use the process to analyze their own work.

<b>Content Objective</b>	I can provide feedback about the structure and language of argument, and the letter medium. (W.1.2.a, W.1.2.b, W.2.2.a, W.2.2.b, W.3)
<b>Language Objective</b>	I can contribute to the class discussion, analyzing writing and providing feedback. (SL.1.2)
<b>Vocabulary</b>	<p><b>adjective:</b> a word or phrase used to describe a person, place, thing, or idea</p> <p><b>audience:</b> an individual or group for whom a piece of writing is composed</p> <p><b>body:</b> the main part of the letter</p> <p><b>feedback:</b> specific, helpful suggestions given to improve work</p> <p><b>negative:</b> not good</p> <p><b>positive:</b> good</p> <p><b>revise:</b> make changes to writing</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• letter from another second grade class (see lesson description, above)</li> <li>• Parts of a Letter chart, from Week 6, Day 4</li> <li>• <i>One Word from Sophia</i> chart, from Week 6, Day 1</li> <li>• Adjectives chart, from Week 7, Day 1</li> </ul>
<b>Opening</b> 1 minute	<i>Second graders at our school have written letters just like us! Today we are going to read _____ [class's name]'s letter and provide feedback to them.</i>
<b>Feedback: Does it Make Sense?</b>	<p>Show the letter.</p> <p><i>We are going to look at the letter four times. Each time we review</i></p>

7 minutes	<p><i>the letter, we will provide feedback about something different. The first time we read, we are going to make sure that everything in the letter makes sense. As we read, if something is confusing to you, raise your hand and we will pause and make notes. Remember that our feedback must be kind, specific, and helpful. Whenever we provide feedback, we will treat each other's work with appreciation and care.</i></p> <p>Read the letter, pausing at places that are confusing. Write notes to the other class, explaining why a part is confusing and giving specific suggestions for how to make it more clear. Record these notes on sticky notes attached to the letter (for a letter on chart paper), or in comments (on a digital document), or as a list on chart paper.</p>
<b>Feedback: Letter Structure</b> 7 minutes	<p><i>Now let's take a quick look to make sure it includes all of the elements of a letter.</i></p> <p>Go through the letter parts to check that they are all present (heading, greeting, body, closing, signature). Refer to the Parts of a Letter chart, if necessary. If something is missing, or if the greeting or closing do not match the audience, make a note to the class.</p>
<b>Feedback: Argument Stages</b> 7 minutes	<p><i>Now we are going to focus on the body of the letter. We will make sure that it includes all of the stages of arguments, and that everything makes sense for the letter's audience.</i></p> <p>Read each part of the argument, following the guidelines below. When you come across areas for revision, record your feedback.</p> <p>Read the <b>thesis</b>. Check for the following features:</p> <ul style="list-style-type: none"> <li>● clearly argues for what the writer wants the audience to do</li> <li>● is written appropriately for the audience</li> </ul> <p>Read the <b>reasons</b> and <b>evidence</b>. Check for the following features:</p> <ul style="list-style-type: none"> <li>● evidence supports the reason</li> <li>● the source of the evidence is named</li> <li>● reasons and evidence support the thesis</li> <li>● reasons and evidence are appropriate for the audience</li> </ul> <p>Read the <b>reinforcement of the thesis</b>. Check for the following features:</p> <ul style="list-style-type: none"> <li>● makes the same point as the thesis, but in a new way</li> <li>● is appropriate for the audience</li> </ul> <p>Consider the letter as a whole: Is it convincing to the audience?</p>
<b>Feedback: Language</b>	<p><i>During our last read, we are going to look at the adjectives. Last week we talked about <b>adjectives</b>, the words or phrases used to</i></p>

7 minutes	<p><i>describe people, places, things, or ideas. We learned that adjectives help people make strong arguments, and we made a list of adjectives to describe our classroom and school.</i></p> <p>Reference the Adjectives chart for examples.</p> <p><i>We are going to look at the adjectives in this letter and make sure they work to make the argument stronger.</i></p> <p>Read the letter and highlight the adjectives.</p> <p><i>When we discussed adjectives before, we listed both positive and negative adjectives.</i></p> <p><i>Why would the writers want to use positive adjectives in this letter?</i> [to emphasize how the change will make the school better]</p> <p><i>Why would the writers want to use negative adjectives?</i> [to emphasize what is not working with the school]</p> <p>Revisit each adjective and discuss its appropriateness in the text. For example, if a negative adjective is used when the writer is arguing for positive change, note that and recommend how to revise that word/sentence.</p>
<b>Closing</b> 1 minute	<p><i>We came up with a lot of helpful feedback for _____ [class's name]. I am going to give them all of our ideas so they can think about revising their work. Tomorrow we will receive feedback from them and use it to revise our work.</i></p>
<b>After the Lesson</b>	Provide the partner class with the feedback notes.
<b>Standards</b>	<p><b>W.1.2.a</b> Investigate questions by participating in shared research and writing projects.</p> <p><b>W.1.2.b</b> Gather information from provided sources and/or recall information from experiences in order to answer questions.</p> <p><b>W.2.2.a</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>W.2.2.b</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration.</p> <p><b>W.3.2</b> Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p><b>SL.1.2</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>
<b>Ongoing assessment</b>	<p>As children work in the whole group, take notes, focusing on the following questions:</p> <p>To what extent have children internalized the parts of a letter?</p> <p>How deep is children's understanding of the stages of arguments?</p>

	How does children’s understanding of audience influence their feedback?
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**Notes**