

WEEK 8 Day 1

Writing Argument

Joint Construction: Writing and Ordering the Reasons and Evidence

Content Objectives	<p>I can use notes to write evidence that support a reason. (W.3.2, W.2.2.a, W.2.2.b)</p> <p>I can choose an appropriate order for the reasons and evidence in my argument. (W.1.2.a, W.1.2.b)</p>
Language Objective	<p>I can collaborate with my classmates to choose the most effective order for our reasons. (SL.1.2)</p>
Vocabulary	<p>body: the main part of the letter</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>revision: change made to improve writing</p>
Materials and Preparation	<ul style="list-style-type: none">• writing tools• Gathering Evidence sheets, from Week 7, Day 4• half sheets with children’s written evidence, from Week 7, Day 5• jointly-constructed letter, from Week 7, Day 5• Argument Planning chart, from Week 7, Day 2
Opening 1 minute	<p><i>Yesterday you began writing the evidence for our argument. Today you will continue this work. After you finish writing your evidence, you will decide how to organize it: what order to put the pieces of evidence in. Then we will put all of our reasons and evidence together to form the body of our letter.</i></p>
Joint Construction in Small Groups 16 minutes	<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. When children finish writing their evidence, guide them to decide the order of the pieces of evidence. Have them write numbers on their sheets to indicate their order.</p>
Joint Construction	<p>Gather the children back together. Read the jointly-constructed letter.</p> <p><i>To continue writing the body of our letter, we will put together the</i></p>

12 minutes	<p><i>reasons and evidence written by each group. First we need to decide on the most effective order for our reasons.</i></p> <p>Review the reasons and decide as a class on the order, always considering the audience. Number the reasons in the Argument Planning chart. Collect children's reasons and evidence, making sure to group their Gathering Evidence notes sheets and half sheets of paper with evidence written in sentences.</p>
Closing 1 minute	<p><i>I am going to put all of our reasons and evidence together to form the body of our text. Tomorrow we will read through our letter so far and begin to make revisions.</i></p>
After the Lesson	<p>Compile all of the writing so far into one typed document. Write each reason in a separate paragraph, with the evidence that supports it, and in the order chosen by the class. Copy children's work as written, and the class will work to revise and edit together on Day 5.</p>
Standards	<p>W.1.2.a Investigate questions by participating in shared research and writing projects.</p> <p>W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions.</p> <p>W.2.2.a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.2.b With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration.</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.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>
Ongoing assessment	<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? What factors do children consider when putting their pieces of evidence in order? <p>As children work in the whole group, pay attention to the factors they consider when putting the reasons in order.</p>