

## WEEK 8 Day 4

### Writing Argument

#### Revising and Publishing

<b>Content Objective</b>	I can use feedback to revise my writing. (W.1.2.a, W.1.2.b, W.2.2.a, W.2.2.b, W.3)
<b>Language Objective</b>	I can choose the adjectives that make my argument stronger. (L.6.2.a)
<b>Vocabulary</b>	<b>adjective:</b> a word or phrase used to describe a person, place, thing, or idea <b>feedback:</b> specific, helpful suggestions given to improve work <b>revise:</b> make changes to writing <b>revision:</b> change made to improve writing
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>jointly-constructed letter, from Week 7, Day 5</li> <li>feedback from the other class, from Day 4</li> <li>Adjectives chart, from Week 7, Day 1 (if revisions to adjectives are needed)</li> </ul>
<b>Opening</b> 1 minute	<i>We received feedback from _____ [class's name] for our letter. This will help us think about revising it to make the strongest argument. Let's see what they say.</i>
<b>Revisions</b> 23 minutes	<p>Read slowly through the letter and feedback, stopping at each piece of feedback to discuss it. Decide as a class whether to revise that particular aspect, and, if so, how to revise it. Remind the children that every piece of feedback does not need to be incorporated, as with the Thinking and Feedback routine—the writer gets to choose the feedback that will most improve the writing.</p> <p>Read through the letter once more as a whole, making sure no edits or revisions need to be made.</p>
<b>Publishing</b> 5 minutes	<p>Decide as a class how to publish the letter. Some considerations include:</p> <ul style="list-style-type: none"> <li>If the letter is on chart paper, discuss whether chart paper makes sense for mailing the letter, or whether it should be typed. Note</li> </ul>

	<p>that either is fine.</p> <ul style="list-style-type: none"> <li>• Should every member of the class sign his/her name, or should it be signed as the group?</li> <li>• How will the letter get to its recipient?</li> </ul>
<b>Closing</b> 1 minute	<p><i>We have learned so much about what makes a school a place where everyone can do their best learning, and we wrote a strong argument to _____ for _____ [change that the class argued for]!</i></p> <p>Plan for communicating appreciation to the other class for their feedback and sharing the revised letter with them to demonstrate the impact of their feedback.</p> <p>Note that there is no Day 5 lesson; Writing time should be dedicated to presenting the Our Schools project.</p>
<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>L.6.2.a</b> Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).</p>
<b>Ongoing assessment</b>	<p>Reflect and make notes about the unit.</p> <p>What did children understand about the purpose, structure, and language of argument?</p> <p>What is still challenging?</p> <p>What needs to be revisited when studying argument in Unit 4?</p> <p>What might I do differently next year?</p>

<b>Notes</b>
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