

3rd Grade Argument Writing

Week 1 – Argument Writing vs. Expository

Day 1 – Argument vs. Expository Writing

Pass out list of prompts for students to use if they finish an assignment.

Show students Allen Argument, a young boy that likes to argue. Compare Allen Argument to Mrs. Expository. On Allen Argument write polite tone, exciting sound, personal stories/examples, specific reasons, usually asks/answers a question.

Read aloud the story *Earrings* by Judith Viorst. Discuss how this book showed an argument. It tells how badly she wants the earrings and **why** she wants the ears pierced. See if it fits the features that were written on Allen Argument.

Have students take out their journals and write about if they agree with the decision in the story and why they agree or disagree.

Day 2 – Wheaties Boxes

Put students in groups and give each group a cereal box. Tell them that they have to decorate the box and make it so people would want to buy their box over anyone else's cereal box. Give students time to make their boxes. Remind them that they want theirs to be appealing and they want people to choose their box.

Day 3 – Wheaties Boxes

Have students finish their boxes. After the boxes are complete have students write about why their box is the best. They should say why someone should purchase their box and use good vocabulary that would persuade someone to buy their cereal. They can write this as a group.

After students have finished writing have them share their box and read their argument. After all students have presented, discuss the assignment and connect it to argument writing.

Week 2

Day 1 - Forming an Opinion

Explain to students that they are going to participate in a “State Your Position” activity. Model this using the example “football or soccer.” Point to $\frac{1}{2}$ of the room and say that this is where you would go if you liked soccer better and on the other $\frac{1}{2}$ of the room, designate that area as where you would go if you liked football better. Have students stand up and begin by giving two choices and have them select one. Once they decide, have them move to the side of the room that is designated for that choice. Some examples of “choices” are: Cubs or Sox, chocolate ice cream or vanilla ice cream, Coke or Pepsi, summer or winter, beach or mountains, etc. Each time, give each group a white board and have them write down three reasons why they chose that choice.

Explain the importance of choosing only one side. Tie this to generating a point of view and how in persuasive writing you have to have only one point of view on an issue. Tell students that this is just one of many characteristics of persuasive writing.

Give students the prompt: All elementary school students should be in bed by 8:00 PM on school nights. Have students decide if they agree or disagree. At the top of the paper write agree or disagree. Underneath write two reasons why you agree or disagree. Model for the students first and then give them time to write.

Day 2 – Deciding on Strong, Valid Arguments

Read the book *I Wanna Iguana* aloud to the class. Make a T-Chart write: Get an Iguana-Do Not Get an Iguana. Do a think aloud for both sides of the argument. Let them observe the thought process of developing an argument for both sides with good reasons. After the list is made go through and pick two pros that you feel are the strongest and you can give the most support. Tell students you picked those arguments because you can support them. Keep this for tomorrow's lesson.

Give students the prompt: If you see someone cheating on a test, should you tell? Have students make a T-chart in their notebooks with yes and no at the top. Give them time to write reasons for both sides. Then have them go through and circle two pros that are the best. Tell them we will look at the contradiction side later.

Day 3 – Developing Support

Write a sample opinion on a topic on chart paper, then as a class, brainstorm 3 adequate reasons for your opinion. Have a discussion about how the reasons need to be valid and the author can't say, "because it's good".

Sample Topic: People should stop cutting down trees

3 poor reasons (These would be the ones that would not be valid. This is an example of what the students should not do.)

1. I love trees.
2. Trees are pretty.
3. I like to climb the trees in my back yard.

3 valid reasons (These are examples of reasons that we want the students to do.)

1. Many animals are losing their homes because people are cutting down trees to build more buildings and homes.
2. Trees provide oxygen to all living things.
3. If there are no trees the land will continue to wash away.

Take the two strongest arguments you chose from the story, I Wanna Iguana, and brainstorm support for each argument. You can use personal connections, personal experiences and other stories at this time. Perform a think aloud where you find support for these two reasons. Then pick one of these reasons and the support and show students how to write a good paragraph.

Then have students go to their list from Day 2 using the prompt: If you see someone cheating on a test, should you tell? Give them a few minutes to find support for their two pros. Then have them write this support into a paragraph. Leave your paragraph visible so students have a model to look at.

Week 3 – Contradiction Paragraph and Overall Format

Day 1 – Contradiction Paragraph

Review fact and opinion by giving some examples of each and having students identify what each statement is. (This skill should have been taught during Reading Workshop, but will be carried over during this lesson. This part should only last 2 or 3 minutes.) Next, explain to students that they are going to participate in an activity called “Fair or Unfair” which will allow them to state their opinion. For the fair or unfair activity, divide the room in half (just as you did for the “State Your Position” activity) and explain that one half is fair and the other is unfair. Then, give students different scenarios and have them move to the appropriate side of the room. Some examples of scenarios are: driving age 16, no hats at school, school uniforms, etc.

Tell students they will be learning about their final body paragraph, which is the contradiction paragraph. In this paragraph they will be picking one example from the opposing view.

Go back to your T-chart from *I Wanna Iguana* and call students attention to the side that you did not use last week (if you talked about the pro side last week, talk about the con and vice versa) Together write a contradiction paragraph. You can begin, “Some people may feel that you should not have an iguana because they are a lot of work, however having to care for a pet can teach responsibility.” Then give support as to how they teach responsibility. You are still supporting your opinion, but just teaching them to start the paragraph telling the opposite side. Students will struggle with this, so just make sure to reiterate that they just have to stat the opposing side in their first line.

Then have students go to their prompt from last week (If you saw someone cheating on a test, should you tell?) and add a contradiction paragraph. I know many people think you should cheat on a test, but the opposite is true. Then they should give a reason why you should tell. If you feel students are struggling with this concept, you can write a contradiction paragraph together for this prompt.

Day 2 – Argument Checklist

Pass out the graphic organizer and student friendly checklist to the students. Highlight any parts of the checklist that have already been discussed or have learned already.

Have students use the checklist to review their writing piece about cheating and see if they are missing any key components. Have them fix any mistakes that they have in their writing by adding their paragraph to the graphic organizer.

Call students attention to the introduction. Show students how similar the introduction is in an expository essay to argument essay. Remind student about the parts of the introduction. Model how to write an introduction using the *I Wanna Iguana* prompt. Model for students how you would fill in parts of the graphic organizer. Judge your class and how much review you feel they need and how much of a connection they are making between argument and expository.

If they finish they can pick a topic from the list of argument prompts.

Day 3 – On Demand Writing

Give students the prompt: If you find \$100 is it your to keep? Give students a clean graphic organizer and checklist to use. Tell students they will be planning and writing the answer to this prompt. Give students time to work.

Week 4 – How to Use an Article

Day 1 – Articles

Remind students of the importance of developing an argument based on evidence. Show the article *Too Much Homework? Parents, Schools Seek Balance* on the overhead and provide a copy for each student. At this point discuss credible sources and how you know something is a credible source. (This is from the Associated Press)

Read the article to the students. After reading underline key points in the article that would provide good evidence for the student to use in their paper. Have the students use a highlighter to underline the key points as well. Explain to students the difference between good facts and opinions in the paper. Make a t-chart and organize the information for each viewpoint. (Too much homework/Enough homework)

Pass out the article *How Important is Homework*. Put students in groups and have them read the article and highlight important parts that could be used as evidence/support in an essay. Come back together and discuss the different parts that the students highlighted. Add the highlighted parts to your t-chart.

Using the graphic organizer, show students how to use information from the articles to provide text based evidence in their essay. Write the first paragraph together on the organizer.

Pass out a blank graphic organizer and have students begin filling it out. Students may begin writing their side to the homework argument. Encourage students to include text-based evidence in their paper, which is taking examples from the two articles we looked at.

Day 2 – How to Quote/Paraphrase

Display the article about *Too Much Homework? Parents, Schools Seek Balance* for the students to see. Reread the article to the students and have them help you pick some important facts. Explain to students that when you use a direct quote from an article you need to use quotation marks to show that it was not your idea. Do a few examples for students together.

After doing some examples model paraphrasing where you make a restatement of the meaning of a text or passage using other words. Explain that we use paraphrasing rather than overusing direct quotes.

Have students go back into their writing from Day 1 and add quotations to the facts that they used from the article. Then have students get with a partner and share where they added the quotations.

Day 3 – Using Multiple Sources

Pass out the multiple sources graphic organizer. Display the organizer on the overhead. Tell students we are going to organize all the information that we gained from the two articles that we used about homework.

Tell them that the top of the chart gives the names of the two articles. Along the side of the chart they should write in their three reasons. Model how to write the three reasons by choosing three reasons of your own and writing them in the boxes. Give students time to write their own reasons in the boxes.

Then, note an example from the article that students might be able to use in their paper and write it underneath the correct article. Model for students how to do this. After students have an understanding of what to do, allow them time to look at the two articles and fill in their organizer.

Example:

	Article 1	Article 2
Reason 1		
Reason 2		
Reason 3		

After the chart is complete they should use the information from the new article to add to their paper and write a rough draft of the paper.

Week 5 – Audience/Tone

Day 1 – Multiple Sources

Remind students about the two positions student could take on homework. Have students take out charts and share with the class some ideas they wrote under each article.

After students have shared their work, give students time to work on multiple sources chart and essay about homework.

Day 2 – Audience/Tone

Tell students that the way you write a paper depends on the audience and in Argument Writing you also need to think about your tone. Your writing should not be rude when you are disagreeing with a topic. Tell students that they will be watching two videos on the same topic. While they are watching they should think about who would be the appropriate audience for that video.

Watch and discuss the two videos.

<http://www.youtube.com/watch?v=aFKCHj0kYW4> - Litterbug featuring Donald Duck

http://www.youtube.com/watch?v=VvFsMe8_NIM - Animal Planet

Discuss the two videos and what argument each one of them shows. In the Donald Duck video, he litters and it doesn't bother him. In the Animal Planet video the animal can't hunt because someone throws trash in his home. Discuss the two positions you could take (littering is right or littering is wrong) and how they would fit in an essay.

Have students go back into their writing and make any changes based on what they learned about audience.

Day 3 – Sentence Starters and Word Choice

Hand out list of good sentence starters.

Display list of sentences showing only the first sentence. Discuss why this is a good sentence starter. Show the next sentence and explain why it is a bad example of a sentence starter.

Give each student a card with a topic on it. On the back have the students use the list of good sentence starters to write two sentences about the topic. Put them in groups

and have them discuss what sentence starters they used and why they wrote the two sentences they chose to write on the back.

Have students go back into their writing and change words and sentence so they are more appealing to the reader.

Week 6 – Introduction/Conclusion, Elaboration and Transitions

Day 1 – Introductions and Conclusions – You will need student examples for this lesson

Discuss with the students the similarities between their expository introductions and their introductions for argument writing. Note that the basic structure is the same, however special attention must be taken to make a strong impact on the reader. The goal is to convince the reader or audience to agree with the writer's position.

Show a weak introduction on a student's essay. Discuss ways that we could make this student's work better. Rewrite the introduction together. Connect the changes made in an introduction with writing conclusions.

Have students go back into their writing and fix the introduction and conclusions.

Day 2 – Elaborate Support

Display and pass out article *Should Dodgeball Be Banned in School?*. Read aloud and highlight important information. Together create a T-Chart with pros and cons of the topic (Playing dodgeball in school, not playing dodgeball in school). Have students copy the T-Chart in their journals.

Pass out article *Dangerous Dodgeball: 4 Lawsuits Stemming from P.E.* and have students read with a partner and continue to add to the T-Chart. Remind them about credible sources and how we know these are good sources to use.

After students have worked with their partner, tell them to look at their T-Chart and decide which position they want to take. Then have them circle two reasons they will support and one reason they will contradict on the chart. Remind them they will just say, "Some people might think..."

Pass out Multiple Sources Organizer. Give students time to organize their research on dodgeball and put it into the graphic organizer.

Day 3 – Elaborate Support Continued

Show students the example paragraph on dodgeball. Read the paragraph and show students how you included text based support. Show them how you were able to elaborate on the support using information from the articles.

Discuss with the class another possible reason based on the article that you've read and begin to write an example paragraph together. Together make a strong paragraph with good support about this topic.

After discussing two good paragraphs, give students time to finish their chart and begin their graphic organizer. If time permits, they can begin their rough draft.

Week 7 – Wrap Up

Day 1 – Transitions within paragraphs

Have students take out lists of transitions. Together go through the list and highlight any transition words that would be good for argument writing. Discuss why these would make good transitions.

Then have students go through their own writing and highlight times that they used one of these transitions. Then have them add transitions throughout their writing. Have students highlight at least three places where they could change and/or add transitions in their papers. Then they can continue writing or start another essay from the list.

Day 2 – New Approach

Display sample essay with weak evidence to support their position on dodgeball. (You will have to write this before hand based on what you brainstormed on Week 6, Day 2) Explain to students how you started writing, but your argument is weak. Then show the T-Chart where you brainstormed your ideas. Perform a think aloud showing the process of deciding on a stronger argument. Weigh options aloud so that students can see your thought process.

Students should continue writing their essay.

Day 3 – Sources

Explain to students the importance of citing sources used in their writing. Have students take out their articles about dodgeball. Show students how to list these articles as sources. In order to cite these sources they should write the title and where the article is from. This is only a list and does not have to be written in APA format.

Have students cite the resources from the articles about eating breakfast. Have students add this to their paper.

Week 8 – Editing, Final Copy

Day 1 – Editing

Put a student's essay on the overhead. Show students how to edit this piece of writing for mistakes. Review proofreaders marks and how they should be used to edit.

Then have students go into their own writing and fix any mistakes that they have. Tell students you will be looking at their rough draft to see if they made notes of any changes that needed to be made.

Hand out the peer editing form and explain to students the benefits of having other people read their writing.

Place students in partners and edit one another's essays.

After they edit, they should go back and continue with their final copies.

Day 2 – Final Copy

During this time students should be completing their final copies while you conference with individual students.

Day 3 – Writing Celebration

4th Grade Argument Writing Unit

Week 1

Day 1: Expository vs. Argument writing

- Read aloud the book Hey, Little Ant. Discuss why this book is persuasive.
- Using a Venn Diagram discuss the similarities and differences of expository and argument writing. For example, they both have an introduction and conclusion and three body paragraphs with supporting reasons. An expository has reasons and an Argument piece has arguments with valid support. In an argument piece, you must pick a side and brainstorm your arguments that support your side. Ect.
- Allow the students to use the graphic organizer and fill out their arguments based on the book, Hey, Little Ant.
- Hand out persuasive prompts to students to keep in their folder. This can be used anytime they finish a prompt. Hopefully this will avoid "I'm done!"

Day 2: Commercials

- Play a few persuasive commercials from YouTube for the students.
- Discuss the techniques found in the commercials that make it persuasive.
- Pass out the "Persuasive Commercials" handout and discuss the expectations. Allow students to work in groups and start brainstorming ideas.
- Students may want to bring in props or create scenery for their commercials.

Day 3: Commercials Continued

- Allow students time to continue working on their commercials.
- You may record their commercials and play it for the class or allow students to perform their commercials in front of their classmates.
- After each commercial, discuss the elements each group included that persuade the audience to buy their product.

Week 2

Day 1: Choosing a Position

- Display the two examples of villains- reading one at a time. Discussing the arguments behind what makes each a good villain, their actions, words, ect. (Proof from the paragraph).
- Then ask the students to select which character is a more persuasive villain. Again, proof from the texts to support their side. Have them list this in their spirals.
- Discuss with the class the importance of choosing a position in an argument paper. In any prompt, you can choose two sides. However, it is important to select the side in which you have the most supporting evidence.
- Give students the following prompt, “TV should be limited to one hour a day.” Remind students to think about/ list the support for each side.
- Allow students to start writing.

Day 2: Deciding on strong, valid arguments

- Read the story, Can I have a Stegosaurus, Mom? Discuss the two positions that Mom can take in the story. Should the boy have a Stegosaurus or not?
- Make a T- Chart and do a think aloud for both sides of the argument, adding support to both sides. The Mom in the story doesn't talk, so the class will have to brainstorm reasons why he shouldn't have a Stegosaurus.
- Then discuss with students how to select the best side. From there, select the two strongest arguments. (Keep this for tomorrows lesson).
- Display new prompt for students. Students should brainstorm both sides of the prompt from yesterday or present the prompt: “Should animals be kept in the zoo.” If they have not finished from yesterday, they can continue writing on that topic.

Day 3: Stretching support into valid arguments

- Take the two strongest arguments you circled from the story, Can I have a Stegosaurus, Mom? and brainstorm strong support for each argument. This can be personal experiences, things you have read, ect. Think aloud through this process, so students are able to hear and see what it looks like. Explain to students that it is better to have more support and examples during the brainstorm phase, in order to help make the writing process easier.
Keep T-Chart for week 3
- Model for students how to take it from a list to paragraph form, stating your argument with strong support.
- Students should continue writing.

Week 3

Day 1: Contradiction Paragraph

- Trigger: Call two students to the front of the room to be your actors. Give them each the script to use. Have them sample a Sour Patch Kid and read the script. You want the class to see that the topic has two sides or opinions on the taste of the candy. When we are writing we must see the other side and refute it in our paper.
- Use the T-Chart from Can I have a Stegosaurus, Mom? Now choose an opposing point of view from the opposite side of the chart and write a contradiction paragraph. Discuss with the class that it is important to see the other side of the argument and be able to write a rebuttal. Let's say the class chose that the boy should get a stegosaurus. On the opposing side of the T-Chart, you already brainstormed that it wouldn't be safe to have a Stegosaurus in your house. Your contradiction paragraph might say, "I know many people think that it wouldn't be safe to have a dinosaur in your house, however the opposite is true. Having a Stegosaurus would help protect you. The dinosaur could serve as your home security system. No one would ever try and break into your house because they would be too scared of what the Stegosaurus might do."
- You will write a contradiction paragraph together, modeling how to start the paragraph with the opposing side.
- The students should go back to a previous piece and add a contradiction paragraph. If they have written on two topics, they may add a contradiction paragraph to each.

Day 2: Graphic Organizer

- Introduce to the students the argumentative graphic organizer. Point out that two paragraphs are their position on the argument and their last paragraph is going to be the contradiction paragraph. Then pass out the student friendly checklist. Go through both of these sheets discussing parts that students already know from previous units.
- Students should use the checklist to look back at pieces they have already completed and add anything in parts that may be lacking.

Day 3: On Demand Writing

- Give students the prompt, "There should be no school rules." Allow them to use their student friendly checklist and graphic organizer to write their essay.

Week 4/ Week 5

Day 1: How to use an article

- Explain to students the importance of being able to form an opinion based on evidence. They will be looking at articles today and forming their opinion.
- Hand out and display the article, "Cell Phones! Helpful Handhelds, or Disturbing Devices?" read it aloud to students as they follow along. Discuss the two sides that can be taken based on the facts given.
- Make a T-Chart of both sides and encourage students to brainstorm reasons based on the text.
- Hand the article "Debate: Should Children be Allowed to Have Cell Phones in School." have students read it independently and use evidence to add to their T-Chart. Remind students that they must have two reasons that support their position and one reason they contradict in their paper.
- Students may then begin writing, selecting the side of their choice. Encourage students to use text based evidence in their paper.

Day 2: How to quote from an article

- Explain to students that they can't just take sentences from someone else's writing. They must use quotations when using direct sentences or someone else's words.
- Display the sample article from yesterday, "Debate: Should Children be Allowed to Have Cell Phones in School" to demonstrate how to use quotations. Read article aloud and discuss the important parts. Highlight the sentence you want to quote. Then quote the article directly. Do a few examples together for students. Explain to students that instead of using only quotations, they can also paraphrase the author's words. (We will be using multiple sources so make sure you add where the quote came from. Ex. According to the article, "quote." Model how to paraphrase a section of the article.)
- Student should go back into their writing and add proper quotations where necessary.

Day 3: Multiple sources

- Explain to students that it is important to use information from multiple sources when writing an argumentative paper.
- Hand out and display the article "Should Cell Phones be Banned in School?" and read aloud to students. Then hand out the multiple sources graphic organizer. This will help students' synthesis all the information from the three articles. Have students fill in their reasons, along the left side under each reason, before you start to read the article. Explain to students that they will be "taking notes" or adding any information that may support their argument. Give students an example reason that they may have as their reason and note a piece of information from the article that they may be able to use.

- Have students take out the other two articles and add in information that supports their reasons in order to complete the graphic organizer. Again, this is to help students visualize where their information came from.
- Have students add information from all three cell phone articles into their paper. They may want to rewrite or edit their essay so this can be done.

Week 6

Day 1: Multiple Sources

- Display and pass out article, “Back to School Already? Year- Round Programs in full Swing.” Read article aloud. Create a T-Chart with pros and cons to the argument.
- Pass out the article, “Benefits of All Year- Round School” and have students read with a partner and continue to add arguments to their T-Chart.
- Pass out the final article, “Is Year- Round School a Good Idea?” and have students read it independently and possibly add more to their chart.
- Then students should select their three arguments. Remind them that two arguments support their position and one is a contradiction.

Day 2: Audience/ Tone

- Show the following two you tube videos to show that you can look at the same topic with two different tones. Discuss how the first one has a funny tone to the commercial and the other has a serious tone.

<http://www.youtube.com/watch?v=we5KlQvVZf4>

<http://www.youtube.com/watch?v=mvrpeGPx7ow> (you don't necessarily have to show the entire 2 minutes of this commercial)

- Remind students to keep their audience in mind when they are writing their argument papers. They have to use an appropriate tone that is fitting to their argument and audience.
- Pass out the multiple sources graphic organizer and have students go back into all three articles and find text support for each of their reasons.

Day 3: Sentence Starters/ Word Choice

- Display the two sample paragraphs and read aloud to students. Ask students to explain which paragraph sounds better or has stronger arguments. Point out that starting sentences with strong, persuasive words is extremely effective.
- Hand out the list of strong sentence starters for the students to keep in their writing folder.
- Students can begin writing their essay based on the year round school articles.

Week 7

Day 1: Hook and Zinger

- ***Note that you will need a student example for this lesson!**
- Discuss with students the similarities between their expository introductions and introductions for argument writing. Note that the basic structure is the same, however special attention must be taken to make a strong impact on the reader. The goal is to convince the reader or audience to agree with the writer's position.
- Select a student's paper that has a weak introduction. With the class, talk about what could be done to improve the quality of the introduction. Together, fix the introduction to improve the quality.
- Students should continue to write their essays based on the article.

Day 2: Elaborating Support

- Hand out article "The Pet Program" read through it together and highlight important information.
- Display sample paragraph with proper elaboration of support with text based reasons. Discuss with students the importance of stretching support.
- You are going to write another paragraph together from this article. As a class, decide on another argument. Create the second paragraph together, stretching and elaborating on support as much as possible.
- Hand out the next two articles "New Research Finds that Pets Can Keep Kids Healthy" and "Pets can Improve Mood" and have students read through them. They then should start the process of creating a T-Chart and adding arguments. Then students should select their three arguments. Remind them that two arguments support their position and one is a contradiction. Pass out the multiple sources graphic organizer and have students go back into all three articles and find text support for each of their reasons.

Day 3: Transitions within paragraphs

- Have students take out their transitions handout from the expository unit. Have them highlight any words that may be good to use in their argument papers. Discuss why these would make good transitions.
- Then have students go back into a previous piece and add/change any transitions.
- Students should continue writing their essay on having pets.

Week 8

Day1: New Approach

- Display sample essay on the overhead. Explain to students that you started writing and realized that your argument is weak. You are repeating yourself often, which makes for weak support. Now show sample T-Chart in which you brainstormed your ideas. Model aloud for students the process of deciding on a stronger argument. Weight options aloud so student can hear your thinking.
- Students should continue writing on having pets.

Day 2: Citing Sources

- Explain to students the importance of citing sources used for any essay. Have students take out their articles about pets. Demonstrate how students can list the title of the article and where the article came from. (We are not teaching APA format, just listing the sources used)
- set of articles and cite these sources with together as a class.
- Allow students to go back to their two article based essays and cite those sources.

Day 3: Editing

***You will need a student sample for today!**

- Have students take out their editing checklist to review.
- Display student sample and proof read together fixing any errors.
- Students should be back into one of their essays and edit it.

Week 9

Day 1: Peer Editing

- Students can get with a partner to peer edit each other's papers.
- Students may then start to bring one essay of their choice to final draft.

Day 2: Final Draft

- Students should continue working on their final draft.

Day 3: Writing Celebration

- Celebrate the last day of argument writing!

*You should give the Argument Assessment this week!

5th Grade Argument Writing

*Week 1- Expository vs. Argument, Trial

-Day 1: Expository vs. Argument Writing

- Read aloud the story, Dear Mrs. LaRue
- Discuss with students the similarities and differences between expository and argument writing (Ex: A similarity could be that both have similar introductions and conclusions. A difference could be that expository writing is meant to explain, while argument writing is to convince).
- As students give their answers record them on a piece of chart paper to display in the room. This can be in the form of a list or a T-chart.
- Have students begin writing in their notebooks to state a position on whether they think Ike should be allowed to come home. Remind them to give reasons and support based on what was written in the story.
- While students are working pass out the list of persuasive prompts and have them keep the prompts in their writing folder.

-Day 2: Trial

- Read aloud the two picture books- Three Little Pigs and The True Story of the Three Little Pigs.
- For the rest of the writing week, students will be working on developing an argument in a mock trial. Pass out the role cards to each student (keep in mind which students will be best suited for each role.) While students are working, walk around the room to ensure that they are coming up with quality arguments and reasons. Remind them to use the evidence that has been provided.

-Day 3: Trial

- Give students a few minutes to gather their information and set up for the trial.
- You will be the judge to help organize and keep together the flow of the trial.
- After the trial is complete, have the jury declare their verdict (give them only five minutes to give a final decision).
- Students will all now reflect on the trial and choose a side. They must give evidence from the trial to support their choice. If time allows students can begin this in class. If not this will be homework.

***Week 2- Forming an Opinion, Choosing Strong Reasons, Developing Support for a Strong Argument**

-Day 1: Forming an Opinion

-Show the students two different cereal boxes and hand out the copies of each side. The students will choose a cereal that they have to convince their mom to buy. Once they have made a decision, have the class write a list of their reasons.

-Discuss the choices as a group and share some of the reasons that were given. Draw students' attention to the goal of using evidence and good support when choosing a side.

-Also, note the importance of considering the audience. In this case the audience is mom, so it's important to think about reasons that mom would find valid.

-Next, give students the prompt, "All Children Must be Taught to Swim." Remind students to brainstorm reasons before choosing a side in order to form a strong argument.

-Day 2: Deciding on Strong/Valid Arguments

- Read aloud the book, Goldilocks and the Three Bears.

- Next, display the prompt "Goldilocks is a criminal." Make a T-chart on the overhead or on a piece of chart paper and do a think aloud for both sides of the argument. The teacher will model the "good thinking" that each student should be doing before choosing a side (save this chart because you will use it again).

-Decide together on the best position to take. Next, circle the two strongest reasons. Explain to students that it is important to choose the reasons that will best support your position.

-Next, give students the prompt, "All children should be allowed to have pets." Students should follow the same format as the teacher demonstrated in order to come up with the strongest argument.

-Day 3: Developing Support for a Strong Argument

- Use the T-chart from yesterday to remind students of the arguments that were discussed.

- Take the two strongest arguments that you came up with from reading, Goldilocks and the Three Bears and brainstorm strong support for each argument. This can be connections made from previous experiences, other texts, etc. Do this for both arguments and then write an example paragraph together. Note how the time spent brainstorming helps the writer support their position.

- Have students take out their brainstorming from yesterday on children having pets, and continue to add to it based on the lesson today.

***Week 3- Contradiction Paragraph, Overall Essay Format, On Demand writing**

-Day 1: Contradiction Paragraph

-Play the video “Starburst Contradictions Dog”

(<http://www.youtube.com/watch?v=BtVki8ddLCg>) from youtube. Explain to students that they need to take the time to think about the point of view of the opposing argument (Example: Some people may think starbursts are liquid because they are juicy, however, the definition of a solid states that it is something with definite shape and volume. Therefore, a starburst must be a solid.) Once they can see the other side then they can refute or contradict a point. This will greatly strengthen their argument.

-Display the Goldilocks T-chart and remind students of the side that they chose. Now, choose an opposing point of view from the opposite side of the chart and write a contradiction paragraph. (For example, if the class chose the position that Goldilocks WAS a criminal, choose an argument from the opposing side. For example, maybe you have already brainstormed that the door was unlocked. My paragraph could start with, “Some people may feel that Goldilocks is not a criminal because the door to the house was already unlocked, however...”

-Students will now write a contradiction paragraph for their prompt from last week

-Day 2: Overall Essay Format

- Hand out and discuss the graphic organizer for argument writing and the student checklist. Highlight any parts of the checklist that have already been discussed and/or students have learned in previous units. Explain to students that they need to use the checklist as they write and edit their papers.

- Students will now use the checklist and reread their essay on having a pet. They should find the areas that they need to improve an change, and begin making those changes.

-Day 3: On Demand Writing

- Display the prompt “Should student athletes have to get good grades to play sports?” Students will spend the entire writing block completing an essay on this topic. They can use their checklist and graphic organizer while writing.

***Week 4- Using articles for support, quoting and paraphrasing information, using multiple sources**

-Day 1: Using articles for support

- Explain to the students the importance of being able to form an opinion based on evidence.

- Pass out and display the article, "Do Uniforms Make School Better?"

Read aloud to students and discuss how they can pull out important information that can help them form an opinion. Next, draw a t-chart and have students help you pull information from the article from each viewpoint (students should be making the t-chart in their notebooks).

- Pass out the second article, "Public School Uniforms: The Pros and Cons for Your Child," and have students now review the article and add to their t-chart any new evidence that they have found.

- Students may now choose a side and begin writing. Encourage students to be sure to text based evidence in their argument. **Remind students that they must have two reasons that support their position and one contradiction.**

-Day 2: How to quote and paraphrase an article.

- Explain to students that it is important to use quotations correctly when using an author's words. Also explain that they should use the skill of paraphrasing versus overusing direct quotes.

- Display the sample article, "Public School Uniforms: The Pros and Cons for Your Child," and read together. Underline important information as you read. Decide on several examples that you can either quote or paraphrase and write them on the overhead as examples. Show students that they need to state where information is coming from (Example: "According to John Smith of the Illinois State Police..." or "In the article, "How I Lost My Dog," the author states....").

- Remind students that although it's important to use text evidence in their papers, they are not simply copying all of the important information word for word.

- Have students go back into their essay from yesterday and add proper quotations. Also, remind students to be sure that they have not overused quotes and that they should add instances of paraphrasing. They can then continue writing.

-Day 3: Using multiple sources

- Hand out and display the article, "Benefits of School Uniforms." Also hand out the graphic organizer to help students synthesize the information from each of the three articles. As you read discuss what information may be important when forming an argument. Give students an example reason that they may have in their papers and note a piece of information from the article that they may be able to

use. This would be an example of what students should be writing on the graphic organizer.

- Students will now complete the graphic organizer independently using the other two articles from earlier in the unit.
- Students will now rewrite their argument using the multiple sources provided (They have already used the two articles in their current draft. The goal is now to synthesize information from all three sources to make the strongest argument).
- This new draft can be completed as homework or during additional writing times.

***Week 5/6- Multiple Sources, Audience/tone, Sentence starters/word choice**

-Day 1: Multiple Sources

- Display and pass out the article, “.Debate on whether Cursive Should be Taught in Schools” Read together and highlight important information from either side of the argument on a t-chart.
- Hand out the second article and have students read in partners and add to their t-chart any new reasons or information that could help them choose a position.
- Hand out the third article and have students read this independently, they will continue adding to their t-chart.
- Once students are finished they can circle their two arguments in support of their position and one contradiction.

-Day 2: Audience/Tone

- Show the two videos, (<http://www.values.com/inspirational-stories-tv-spots/112-Purse>) and (<http://www.youtube.com/watch?v=ZlgAirxONLo&feature=relmfu>) and discuss the tone and desired audience for each. Explain to students that they need to consider this as they plan for their own writing. Remind students of the importance of having an appropriate tone, ex: “That is a stupid idea” versus “I disagree with that thinking because...”
- Hand out the graphic organizer for multiple sources and have students fill in their reasons from yesterday. They will then go back into the three articles and find evidence to support each of their arguments.
- Once the graphic organizer is complete students can begin writing their rough draft.

-Day 3: Transitions within paragraphs.

- Have students pull out their transitions list from expository writing and the sentence starters that were given out earlier in the unit. Remind students that transitions need to take place within a paragraph versus only at the beginning of a paragraph. Also, explain that the usual “first, next, and last” are no longer acceptable transitions to use.
- Together, highlight transitions that would be most useful for arguments writing, discuss why these would make good transitions.
- Have students go back into their writing notebooks and highlight at least three places where they could change and/or add transitions in their papers.
- Students can then continue writing

***Week 7- Introduction/Conclusion, Elaborating Support, New Approach**

- Day 1: Introduction/Conclusion (You will need an example of a weak student intro)
 - Discuss with the students the similarities between their expository introductions and introductions for argument writing. Note that the basic structure is the same, however, special attention must be taken to make a strong impact on the reader. The goal is to convince the reader or audience to agree with the writer's position.
 - Place the transparency of a weak introduction on the overhead and discuss with ways to make improvements. Rewrite the introduction together. Connect the changes in the introduction with writing conclusions.
 - Students will not go back into their writing and make improvements on their introduction and conclusion.

- Day 2: Elaborating Support
 - Hand out the article, "Should all Skiers Wear Helmets?." Read through the article together and highlight important information. Display the sample paragraph and show students how the writer uses text based evidence and then elaborates or explains that evidence further.
 - Discuss with the class another possible reason based on the article that you've read and begin to write an example paragraph together.
 - Now, hand out the additional two articles. Students will spend the rest of writing following the practiced format of: read articles and highlight important information, make a t-chart with information and/or reasons, choose position and support (including contradiction), fill out multiple sources graphic organizer, begin writing rough draft (this may be an area where using the extra two days of writing would be helpful).

- Day3: Sentence Starters/Word Choice
 - Display the two example paragraphs and discuss with the students the differences. Draw their attention to the sentence starters that are present and how these help make an argument more convincing. Also, remind students about the importance of using strong, convincing words.
 - Hand out the list of persuasive sentence starters.
 - Students should now go back into their writing and highlight at least three sentences where they can add better word choice and sentence starter.
 - Students can then continue writing

***Week 8- New Approach, Sources, Editing**

-Day 1: New Approach

- Display sample essay on the overhead, explain to students that you started writing and your arguments are weak. Now show example t-chart where you brainstormed your ideas. Model aloud for students the process of deciding on a stronger argument. Weigh options aloud so that students can hear your thinking.
- Students can continue writing

-Day 2: Sources

- Explain to students the importance of citing sources used for any essay. Have students take out their articles about, School Uniforms. Demonstrate how students can list the title of the article and where the article came from (we are NOT teaching APA format). (Example: "School Uniforms in Chicago" from the New York Times.)
- Students will now continue writing

-Day 3: Editing (You will need a students essay for today's lesson)

- Have students take out their persuasive checklist and proofreader's marks.
- Review the checklist with students to be sure they understand all expectations.
- Place the example essay on the overhead and discuss together possible improvements that could be made.
- Students will now choose an essay to take to final copy. They should then begin making changes. Explain to students that they will be turning in their rough draft along with their final copy so that you can see where they made changes. Their final copy should NOT be a mirror of the rough draft.

***Week 9- Peer editing, Final copy, Writing Celebration**

-Day 1: Peer editing

-Hand out the peer editing form and explain to students the benefit of having other people read their writing.

-Place students in partners to edit one another's essays.

-Students will now go back and continue working on their final copies.

-Day 2: Final copy

-During this time students should be completing their final copies while you conference individuals.

-Day 3: Writing Celebration