

Grade 5 Weekly Guide Unit 3 Week 3

<p>Weekly Overview This week students will choose a new topic or issue to explore. They will review articles to determine their claim concerning the issue. They will create a system for collecting evidence to support that claim. Students will include the sources of their evidence in their plan. Students will also seek to include a balance between explanation/ thinking and researched evidence. They will also reflect on the strength of their reasons, eliminating weak reasons.</p>	
<p>ELA Common Core Standards W5.1a – Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the author’s purpose. W5.1b – Provide logically ordered reasons that are supported by facts and details. W5.9a – Draw evidence from literary or informational texts to support analysis, reflections, and research. W5.10 - Write routinely over extended time frames (time for research, reflections, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Learner Objectives Students will:</p> <ul style="list-style-type: none"> ● choose a new issue to research. ● make a claim concerning that issue. ● create an organized system for collecting evidence. ● record the source of the evidence collected. ● write with a balance between explanation and thinking and researched evidence. ● reflect on the strength of their reasons to convince the reader of a claim.
<p>Essential Questions How does looking at both sides of an issue impact the argument the writer makes? What is important to consider when creating an organizational system for collecting evidence?</p>	
<p>Vocabulary argument evidence</p>	<p>system for organizing boxes and bullets</p>
<p>Essential Instructional Teaching Points: Whole Group Instruction</p>	
<p>Session and Teaching Point</p>	<p>Overview of Instruction</p>
<p>Session 9 Writers of arguments look at multiple sides of an issue before making a claim.</p>	<p><i>For the next 2 sessions, students will need to do some research using the internet. They will either need access to iPads, laptops, or a computer lab. Another option would be to print out the internet articles ahead of time.</i></p> <p>Modeling: Review the process the students have followed in writing an argument about chocolate milk. Revisit the anchor chart <i>How to Write an Argument</i> (attached). Explain that today students will begin working on a new argument on a topic of their choice. Brainstorm possible issues that students would like to research and on which to take a stand. (Attached are some ideas with websites that can be used for research.) Model collecting points both for and against one of the issues.</p> <p>Independent Practice: Have students explore one of the topics noting points both for and against by creating a T chart in their writer’s notebook.</p> <p>Sharing: Have students share their topic with the class.</p>
<p>Session 10 Multiple days</p>	<p>Modeling: Now that students have selected a topic for their argument, they will need to use a system for collecting research evidence and developing their thinking. Determine the system you would like them to use to collect and organize their research. (Attached is a list of suggested systems.) Model how you would like students to record the source of</p>

<p>Writers of argument have a system for gathering and organizing their research as they begin to explore an issue.</p>	<p>the researched evidence. Guided Practice: Students work with a partner to discuss the topic of their research and the system they plan to use for collecting that research. Independent Practice: Students get materials they will need for their system for gathering evidence and then they should spend time beginning their research. Sharing: Students share one piece of evidence they gathered in small groups.</p>
<p>Session 11 Writers plan for balanced argument by including explanations and thinking in their own words as they gather researched evidence.</p>	<p>Modeling: Remind students that convincing arguments have a balance between explanation or thinking and researched evidence. Model for students taking an example of researched evidence found and adding your explanation or thinking to it. (This way, students will be preparing for that balance as they explore the topic.) Independent Practice: As students continue to read articles and gather evidence, they will add 1-2 sentences of explaining in their own words and adding their thoughts about that evidence. Sharing: Have students share any issues they had with their research and problem solve as a class.</p>
<p>Session 12 Writers test the quality of their reasons in order to select strong rather than weak</p>	<p>Modeling: As we are reading and collecting evidence for our new persuasive argument, it is important to think about the reasons for our claim and decide if they are weak or strong. Let’s look at a list of possible reasons for a claim about requiring the use of automatic hand dryers in bathrooms. If we think the reason will probably convince our readers, then it is strong. But if we think the reason will probably NOT convince our readers, then it is weak. <i>Display the chart: Testing our Reasons (attached).</i> Discuss why the weak reasons are not convincing and why the strong reasons are convincing. Have students work with a partner and talk about the reasons they have in their folders and test them – weak or strong. Independent practice: Students continue to work on collecting evidence. Sharing: Students share their strongest reason with a partner and explain why they think so.</p>
<p>Evidence of Student Learning (Formative Assessments)</p> <ul style="list-style-type: none"> ● Student organized evidence ● Student plan for writing noting the source of each piece of evidence ● Notes for each reason with a balance between thinking and researched evidence 	

How to Write an Argument

- Collect evidence that allows you to think through various sides of an argument.
- Rehearse by explaining your position and listing your reasons, point by point.
- Plan your claim and reasons into boxes-and-bullets structure.
- Use evidence to support your reason.
 - Paraphrase, putting it in your own words.
 - Quote, and then unpack the quote, showing how it relates to the claim.
 - Introduce the source and explain the connection.
 - Use “set-up” language (transitional phrases) to prop up your sources.
 - Analyze and explain the evidence.

For session 9

Possible topics for Written Arguments

Should kids play football?

http://scope.scholastic.com/resource/uploads_scope/issues/020115/pdfs/SCOPE-020115-Debate.pdf
<http://health.usnews.com/health-news/health-wellness/articles/2014/11/07/should-you-let-your-kid-play-football>
<http://www.pbs.org/wgbh/pages/frontline/oral-history/league-of-denial/would-you-let-your-kids-play-football/>
http://www.huffingtonpost.com/roger-i-abrams/should-my-child-play-football_b_6330856.html

Should tablets replace textbooks in school?

<http://tablets-textbooks.procon.org>
<http://online-education-degrees.org/2013/06/05/tablets-replace-textbooks-classroom/>
<http://neatoday.org/2013/07/31/as-more-schools-embrace-tablets-do-textbooks-have-a-fighting-chance-2/>
<http://www.newtribune.com/news/2013/jul/07/textbooks-vs-tablets-schools-begin-exploring-trans/>

Should vaccines be required?

<http://vaccines.procon.org>
http://www.vaccines.gov/more_info/features/five-important-reasons-to-vaccinate-your-child.html
<http://www.cnn.com/2015/02/23/health/vaccine-poll/>

Should students have to wear school uniforms?

<http://school-uniforms.procon.org>
<http://www.greatschools.org/gk/articles/school-uniforms/>
<http://www.publicschoolreview.com/blog/public-school-uniforms-the-pros-and-cons-for-your-child>

Should kids play video games?

<http://videogames.procon.org>
<http://www.raisesmartkid.com/3-to-6-years-old/4-articles/34-the-good-and-bad-effects-of-video-games>
http://www.babycenter.com/404_can-spending-too-much-time-playing-video-games-hurt-my-child_71259.bc

Should people become vegetarians?

<http://vegetarian.procon.org>
<http://www.vegetariantimes.com/article/why-go-veg-learn-about-becoming-a-vegetarian/>
http://www.naturalnews.com/030890_vegetarian_reasons.html
<http://chriskresser.com/why-you-should-think-twice-about-vegetarian-and-vegan-diets/>

Should kids watch tv?

<http://www.parents.com/fun/entertainment/television/the-great-tv-debate/>
<http://www.raisesmartkid.com/all-ages/1-articles/13-the-good-and-bad-effects-of-tv-on-your-kid>

Suggested Systems Argument Writers Might Use to Collect Research and Develop Thinking

*from The Research-Based Argument Essay, Grade 5 Units of Study in Opinion, Information, and Narrative Writing
Lucy Calkins, series editor*

- Make folders for different reasons and fill the folders with evidence
- Make booklets – only writing on one side of the pages so they can be scissored apart
- Use our notebooks, with pages labeled in different ways, and Post-its
- Use note cards to record evidence (and maybe use these with file folders)
- Collect research using note-taking apps on laptops or iPads

Testing the Quality of our Reasons - Sample

<p>Claim: Automatic hand dryers should be used in all public restrooms.</p>	
<p>Weak Reasons (probably won't convince my readers)</p>	<p>Strong Reasons (probably will convince my readers)</p>
They are fun to use.	They keep germs from spreading.
They warm your hands on cold days.	They save money.
They dry your hands quicker than paper towels.	They keep the restrooms clean.

For Session 12