

Types of topics for op, pers, arg

Differentiate btw informative TOPICS + pers ones

- Debatable
- 2 sides
- Show ex / PB

ID sides in more ex

General Know!

MINI-LESSON:
Make a list of "Things to change in World"

- Model T list

WF
Make w.c./indiv lists of TOPICS

Pers has 2 sides. Each has an OPIN/claim + reasons why. ID what & why in examples (procon.org, comm, picture books)

No voting!

A	B
≡	≡

MINI-LESSON:
Repeat - ID claim + reasons with more ex.

WF
Pairs/Indiv

A	B
≡	≡

"NO VOTING!"

MINI-LESSON:

WRITING TIME:

Choosing a side/perspective

MI
Review debatable topics / mult persp.

1. ID sides/claims
2. List reasons (piz)
3. CONSIDER strongest side
4. Align w best

W
Return to prev lists... 3. Consider 4. Align

A	B
≡	≡

MINI-LESSON:
BRING TOGETHER

TEXT/TOPIC

ID sides / List reasons / Consider / Align w Best

WC, pairs, indep / Turn in lists

MINI-LESSON:
Repeat

- new text/topic
- Steps 1-4
- Turn in list

WRI
Pairs/Indiv

MINI-LESSON:
Intro 3-4 perspectives

A	B	C	D

• Rubix cube
• Voices in park

ID sides in examples

MINI-LESSON:
BRING TOGETHER

TEXT/TOPIC

1. ID sides (3-4)
2. List reasons
3. Consider/study
4. Align Best

* ABCD = LIST only

WRITING TIME:

WRITING TIME:

WRITING TIME:

WRITING TIME:

WRITING TIME:

Write opinion-thesis-claim

MI
Review

1. ID sides
2. List reasons
3. Consider
4. Align/choose

Ⓢ model how to articulate claim/topic sent using sent starters

W
WC: Return to previous lists + orally generate claims/topic sent.

MI
Ⓢ ascribe

INTMD/SEC:
Narrow down thesis statement/topic sent (Nesting boxes)

Groups: Assess weak thesis statements

PRIMARY:
How to show opinion on template

	• write/draw opinion • No b/c
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INTMD/SEC:
Return to prev lists + write thesis statements

• T.I.P.S.
• Write pro/con

PRIMARY -
Repeat OPIN sent / Train engine using other topics from "Things Wrong/World"

BRING TOGETHER

- Text/TOPIC
- 1. ID sides
- 2. List
- 3. Study/Consider
- 4. Choose/Best
- 5. Write thesis claim/statement

A	B
≡	≡

★

MINI-LESSON:

WRITING TIME:

MINI-LESSON:

WRITING TIME:

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WRITING TIME:

WRITING TIME:

WRITING TIME:

Reasons
Body sent/
Body #

Review debatable topic - and easier to get (R) to agree with reasons (vs "just because" or "I said so.")

Generate/share
Since we... can we...
(Reasons) (R/O) examples

WRITING TIME:

Add (K-2)
more Reasons
(3-12) Dev
& Elab Reason

Been focusing on debatable topics... list & align. Now return to LIST of reasons = why you think that. How you got here. (WC)

PRIMARY: []
4 Reason what why

INTRO/SEC: Reasons v Evid (WC)
in commercials

WRITING TIME:

BRING TOGETHER
• TOPIC/TEXT
• ID SIDES, list
• consider, align
• write thesis
Reasons []
Evid []

WC - Intro
G1 = []
G2 = [] (T.I.P.S.)
G3 = []
WC = concl
Round Robin writing

PRIM: w.c.



(3-12)

Teach reasons vs. details/evid
• collect facts/details (literal)
• infer reasons (grades 3-12)
[] reason evid

commercials give details/evid - collect + infer reasons (W.C.)
[]

MINI-LESSON:

WRITING TIME:

Repeat -
What... now
K-2 add why
WF [] / 3-12 []
[] Reas why inferred

MINI-LESSON:

WRITING TIME:

MINI-LESSON:

WRITING TIME:

Intro the so what/warrant/connection/explicit sent. = concluding sent per []

SON:

TIME:

SON:

WRITING TIME:

Need more/OREO
WHY - []
(reasons) K-2

3-12 evid [] more 14 op

Additional practice on Reasons v. Evid

• crime + puzzling
• snapple facts
• character repeat card

WRITING TIME:

MINI-LESSON:

WRITING TIME:

MINI-LESSON:

TIME:

MINI-LESSON:

WRITING TIME:

BRING TOGETHER
• TOPIC/TEXT
• List... Align...
• write op/thesis
Base reasons on inferred of listed details [] []

MINI-LESSON:

WRITING TIME:

MINI-LESSON:

WRITING TIME:

MINI-LESSON:

TIME:

MINI-LESSON:

WRITING TIME:

BRING TOGETHER
• TOPIC/TEXT
• List... Align...
• write op/thesis
Base reasons on inferred of listed details [] []
Use prev lists...
WC or sm. groups
① scribes what
⑤ say (K-12)

MINI-LESSON:

WRITING TIME:

MINI-LESSON:

WRITING TIME:

BRING TOGETHER
• TOPIC/TEXT
1. ID sides []
2. List evid/reasons
3. study/choose
4. Align/Best
5. Write claim/op (reason)

T.I.P.S.
Group product
Round Robin Writing

OR 6
BMT

MINI-LESSON: Intro "Background" puzzle piece + thesis in first # - show examples	MINI-LESSON: Review • Topic/text • FD sides • List details ⇒ • Reasons - Align • write thesis + Background info	MINI-LESSON: Rank Reasons By power &/or audience (top) Return to (10) WR prev lists + #, merge, delete	MINI-LESSON: Rank w/c end w BEST 2, 3, 2 (cupcake/same best for last) WR [2][3][1] 2 3 1 from prev days	MI BRING TOGETHER Text/Topic FD sides List details/evid choose/Align WR Write thesis + Background Push out (2, 3, 2) Primary 2 we Anchor chart + then indiv write [][][]
MINI-LESSON: Turn pers into Arg ⇒ Kerplunk a 4th body # color code / highlight 60-40	MINI-LESSON: WRITING TIME:	MINI-LESSON: WRITING TIME:	MINI-LESSON: WRITING TIME:	MINI-LESSON: WRITING TIME:
Review Read/FD sides. Collect details/end → Reason Align → write thesis + Introduce "Ackn opp" in beg.	Return to Kerplunk ex from previous unit. Compare to They say/I say. color code examples • Taylor Swift • Armi • Animal testing Color code in groups + compare	M Reveal oral frame of Elab... Trans to juggle W they say/I say Practice whole class: ShamWow V-Consumer Reports	M Repeat oral frame examples with prev lists W	MIN BRING TOGETHER Text/Topic List evid/Reasons Align → Thesis WR write intro Backg + thesis + opp Write Body #s using They say/I say + Transitions
MINI-LESSON: WRITING TIME:	MINI-LESSON: WRITING TIME:	MINI-LESSON: WRITING TIME:	MINI-LESSON: WRITING TIME:	MINI-LESSON: WRITING TIME:
Intro End = (cupcake) • Ackn: opp • Restate opp • How feel 1-3 puzzle piece Apply conclusions to previous piece.	K-2 2 MI I sitting / Bring all together WR what (op) why Restate what + how feel	MIN 1 sitting / Bring all together WR Read text List end/reasons Align ⇒ Generate thesis Write Intro Backg + opp + Thesis Write body #s Write concl	MI Revise/Edit previous piece W create final draft	MINI-LESSON: WRITING TIME: