

Unit 2: Animals Surviving and Thriving

WEEK 8 Day 2

**Writing Argument**  
Revising and Publishing  
continued from Day 1

<b>Content Objective</b>	I can revise my writing to fit the purpose, structure, and language of argument. (W.2.1.a, W.3.1.b)
<b>Language Objectives</b>	I can discuss with a partner or small group how my writing should be revised. (SL.1.1)  I can add adjectives to make my argument stronger. (W.2.1.a, L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h)
<b>Vocabulary</b>	<b>revise:</b> make changes to writing <b>publish:</b> to prepare writing for an audience <b>argument:</b> a genre of writing whose purpose is to convince someone to do something or to think something <b>audience:</b> an individual or group for whom a piece of writing is composed
<b>Materials and Preparation</b>	See materials from Day 1
<b>Opening</b> 1 minute	<i>Today you will continue revising and publishing your arguments to get them ready for your audience.</i>
<b>Individual Construction and Small Groups</b> 24 minutes	As children work independently, meet with small groups, as described in Day 1.
<b>Closing</b> 5 minutes	Choose one experience from the small group instruction to share with the class. This should be informative to all children as they grow as writers.
<b>Standards</b>	<b>W.2.1.a</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen

	<p>writing as needed.</p> <p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>W.1.4.</b> Produce writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>W.1.5b.</b> Demonstrate the ability to choose and use appropriate vocabulary.</p> <p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>L.1.1.e</b> Use frequently occurring adjectives.</p> <p><b>L.1.1.f</b> Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p><b>L.1.1.g</b> Use determiners (e.g., articles, demonstratives).</p> <p><b>L.1.1.h</b> Use frequently occurring prepositions (e.g., during, beyond, toward).</p>
<b>Ongoing assessment</b>	Note children’s participation in and understanding of the content of each small group.

**Notes**