

# Curricular Plan for Writing Workshop

## Grade 5

### Unit 4: Research-Based Argument Essays

Students should understand and be able to:

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Make notes on their reading to use as tools for future thinking and writing</li><li>• Set up the foundation of an argument essay</li><li>• Draft a thesis statement and draft evidence to support the claim</li></ul> | <ul style="list-style-type: none"><li>• Retrieve informed opinions from within their reading</li><li>• Research on a topic and craft opinions into argument essays</li><li>• Provide logically ordered reasons in its defense and dismember possible counterclaims</li></ul> |
|---|--|

#### Mentor Texts

- Nonfiction texts and their notes from reading workshop unit

#### Possible Teaching Points

*Part One: Researchers Collect Information and Make Notes*  
(W.5.1, W.5.1a, W.5.1b, W.5.1c, W.5.1d, W.5.8, W.5.9, W.5.9a)

- Essayists take research notes in precise, thoughtful ways such as...
  - Recording the most important information about a topic and also questions/reactions to this information.
- Researchers' notes don't look the same even when they're making notes from the exact same texts. Researchers make a choice about the most efficient and effective way to write their notes. We can choose from a list such as:
  - Use boxes and bullets on small note cards.
  - Make elaborate sketch-notes.
  - Use sticky notes from texts you have read and stick them into a notebook to jot longer notes.
  - Create a timeline or t-chart.
  - Use a Venn diagram.
  - Make a list.
- Researchers make note-making efficient by choosing the best way to record a particular kind of information such as:
  - Using boxes and bullets for expository.
  - Using timelines for narratives.
  - Using a T-chart for comparing/contrasting.
- Researchers record notes that are short and to the point. We can do this by:
  - Paraphrasing.
  - Shortening the text.

- Researchers use quotation marks and cite sources when they lift exact words from the text.
- Researchers choose a citation format. We can do this by developing a bibliography.
- Researchers treat their notes as valuable tools by:
  - Storing and organizing them efficiently.
  - Revisiting and categorizing old notes as we add new ones.
  - Keeping notes in a folder or notebook for easy access.

*Part Two: While Making Notes, Researchers Examine the Many Sides of a Topic*  
( W.5.1, W.5.1a, W.5.1b, W.5.1c, W.5.1d, W.5.8, W.5.9, W.5.9a)

- After researchers know a topic well enough, they begin to see all its sides. We can do this by,
  - Asking, *Are there two ways to look at this topic?*
  - Recording and comparing/contrasting both, revisiting the text to collect examples.
  - Asking, *Does this topic have two faces?*
- Researchers note that various authors can have different positions on a topic. They can do this by:
  - Asking questions such as: *What is the author trying to make me feel about the topic? Why is the author trying to make me feel this way?*
  - Noting and comparing the feelings that different texts evoke.
  - Making note of the choices or illustration details the author used to make us feel this way.
  - Reading the illustrations and asking, “What subtle messages are the pictures conveying?”
- Researchers don’t just record what one book says in their notes, they...
  - Take their pens and record what one book says *versus* another book.
  - Jot the name of the text, author, and date of publication, and then record the angle that one book presents on a topic versus another.
  - Use a graphic organizer to create notes that record comparative angles presented in two texts.
- Another way researchers cover the many faces of a topic is to think...
  - How might different groups of people view this topic?
  - How are different groups of people affected by this topic?
- Researchers consider the two views or perspectives of a topic. To do this we can,
  - Ask ourselves, *What is my stance, my position on this?*
  - Look over our notes and all we’ve read about the topic to find a stance with the most compelling reasons or evidences to believe in and then list these.

*Part Three: Research Essayists Search Our Notes for an Arguable Claim, and We Build Up Our Essay Around This*

( W.5.1, W.5.1a, W.5.1b, W.5.1c, W.5.1d, W.5.8, W.5.9, W.5.9a)

- Researchers start to look at the bigger picture of the topic and ask, *What are some of the big issues that are important to write more about?*
  - We do this by looking through our notes to separate undisputed facts about this topic from arguable claims.
  - We ask ourselves, *What is this story stating to be about?*
  - We come up with multiple possible ideas and meanings.
  - We ask, *What are some of the big issues and ideas that are starting to seem important here?*
- Researchers look across their notes to find a strong arguable claim. We do this by:
  - Finding straight facts—facts that come out and tell us something about the topic that we can't argue over.
  - Studying the many faces/opinions of our topic that we've recorded.
  - Looking at the different feelings that writers have tried to inspire for this topic.
  - Noting the perspective of different people on this topic.
- Essayists capture a claim or thesis when a possible argument about a topic occurs to us.
  - Start by stating something that an opposite side might say but then add what we would like to argue instead.
- Essayists look back at all of their notes to come up with a list of reasons or examples they could use as evidence for their argument. We do this by:
  - Jotting down each of these and elaborate them further to form different paragraphs for the essay
- Essayists also look at the possible evidence to support the opposites side's argument by:
  - Jotting down all possible evidence that could support the counterclaim but then adding a transition word like *nevertheless, but, however, or despite this* to refute each argument
    - Show that it is inaccurate, incomplete, not representative of all situations, or deficient in some other way.
- Researchers use partnerships to rehearse and debate claims in order to get feedback on how valid and compelling our claims seem. We can do this by,
  - Listening for different sides in their partner's rehearsal. These qualities include, a preponderance of evidence and the writer's passion for the side.

*Part Four: Essayists Develop and Revise Our Paragraphs Until We Have a Strong Essay*  
( W.5.1, W.5.1a, W.5.1b, W.5.1c, W.5.1d, W.5.8, W.5.9, W.5.9a)

- Essayists revise the order in which information is presented by:
  - Wondering what to put first, what to should be presented next, and what to reveal at the end.
- Sometime essayists paraphrase and cite portions from the text. We can do this by:
  - Using our words to summarize a point in the book.
  - Quoting directly from the text and making sure to cite our reference correctly.
- Essayists write like an “insider” to a topic by using specific vocabulary . We can do this by:
  - Staying on the lookout for places where we might need to define vocabulary words that are connected to the topic that might be hard for readers to understand.
  - Keeping in mind common ways that information writers teach important words and deciding which way will be best for each word.
- Essayists sometime insert a narrative writing or anecdote into our work to create a powerful impact by showing a compelling example of something about our topic.
- Essayists revise the introduction of our information books, thinking,
  - How can we set readers up to be experts in the topic?
  - How can we draw readers in right from the start?
- Essayists revise our concluding section by:
  - Summing up the important information.
  - Leaving readers with some big ideas.

### Helpful Tips

- To help your students collect material for their research essays, you'll want to align this part's teaching closely with Part One of the December unit in reader's Workshop.
- Launch the unit with a performance based writing assessment so you can hone your instruction to what they already know how to do and to where they will need extra support.
- In Part One, expect writers to generate a volume of notes, using a variety of note taking strategies that include facts, thoughts, and reactions.
- Make certain students see note taking as a flexible process
- During the note taking process make sure students have a system for keeping track of their notes.

### Common Core State Standards

**W. 5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**W.5.1a** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

**W. 5.1b** Provide logically ordered reasons that are supported by facts and details.

**W. 5.1c** Link opinion and reasons using words, phrases, and clauses.

**W. 5.1d** Provide a concluding statement or section related to the opinion presented.

**W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.5.9a** Apply grade 5 Reading standards to literature