

Overview for Grade 5 Unit 3, *Argument and Advocacy: Researching Debatable Issues*

Session/Minilesson	Conferring and Small-Group Work	Mid-Workshop Teaching	Share
BEND I: Investigating Issues			
<i>Start with Assessment</i>			
1	Argument Intensive	Supporting Students in Grasping the Central Claim/Argument of a Text	Figuring Out When a Text Is Making an Argument versus Trying to Persuade
2	Organizing an Ethical Research Life to Investigate an Issue	Supporting Students Launching into Research	Reading Texts that Seem Tangential
<i>A Day for Assessment</i>			
3	Letting Nonfiction Reading on an Issue Spur Flash-Debates	Helping Students Marshall Evidence across Texts to Support a Position	Understanding the Other Side
4	Mining Texts for Relevant Information	Supporting Readers in Setting Themselves Up to Build Their Knowledge Base	Thinking Outside the Box
5	Strengthening Club Work		From Preparation to Debate
6	Readers Think and Wonder as They Read	Supporting Word Solving and Vocabulary Acquisition	Questions that Are Always Worth Asking When Reading Nonfiction
7	Summarizing to Hold onto What Is Most Essential	Preparing and Implementing a Series of Small-Group Work Sessions	Summarizing Two-Sided Texts
8	"Arguing to Learn"		
BEND II: Raising the Level of Research			
9	Moving Beyond Considering One Debatable Question	Constructing New Ideas and Questions	Sorting Texts Around New Questions and Ideas
10	Raising the Level of Annotating Texts	Supporting Students Who Need the Most Extra Support	Preparing for Conversation
11	Reaching to Tackle More Difficult Texts	Supporting Students in Dealing with Complexity	Keeping Yourself Going
12	Who Said What?: Studying Perspective	Studying Perspective and Considering Bias and Credibility	Tracing the Source
13	Considering Craft	Providing Support and Enrichment around Analyzing Author's Craft	Raising the Level of Thinking about Craft and Structure by Using Learning Progressions
14	Evaluating Arguments	Achieving a Balance between Reading Analytically and Keeping the Volume Up	Authors Can Make Claims in Informational Texts, Too
15	Day of Shared Learning		
BEND III: Researching a New Issue with More Agency			
16	Diving into New Research with More Agency and Independence	Getting Things Going Again and Reassessing	Readers Reread Parts that Fascinate Them
17	Letting Conversations Spark New Ideas		
18	Talking and Writing Analytically across Sources	Supporting Students in Thinking across Sources on Different Levels	Balancing Reading and Writing about Reading
19	Reading Nonfiction with the Lens of Power	Preparing to Support Critical Literacies	Remembering to Consider the Source
20	Advocacy		
21	Readers Take Their Researcher-Debating Selves into the World		