

Overview for Grade 5 Unit 4, *The Research-Based Argument Essay*

Session/Minilesson		Conferring and Small-Group Work	Mid-Workshop Teaching	Share
BEND I: Establishing and Supporting Positions				
1	Investigating to Understand an Argument	Coaching into Students' Research and Note-Taking	The Source for Your Information Matters! Noting Bibliographic Information	Writers Use Evidence to Form and Build an Opinion
2	Flash-Drafting Arguments	Students' Work Can Help You Plan for Future Teaching	When You're Done, You've Just Begun	Writers Reread and Make Writing Plans
3	Using Evidence to Build Arguments	Predictable Problems with Adding Evidence	Writers Consider Not Only Quantity but Also Relevance of Text Evidence	Setting Goals and Working toward Them
4	Using Quotations to Bolster an Argument	Teaching Children to Control Their Use of Quotations	Using Transitional Phrases between Writing and a Quotation	Introducing the Source, Explaining the Tie-In
5	Letter to Teachers: Redrafting to Add More Evidence			
6	Balancing Evidence with Analysis	Marking Up Writing for Important Parts: Claim, Evidence, and Thinking	Whittle Away Everything that Doesn't Support the Point	Setting the Context for a Quotation
7	Letter to Teachers: Signed, Sealed, Delivered			
BEND II: Building Powerful Arguments				
8	Taking Arguments Up a Notch	Tools Matter	Maximizing Your Note-Taking System: Researching and Writing a Lot	Writers Study Other Writers' Note-Taking Systems and Choose One that Works Best for Them
9	Bringing a Critical Perspective to Writing	Supporting Students Who Struggle to Make Connections across Texts	Thinking through Evidence, Point by Point	Writers Draw from Earlier Drafts
10	Rehearsing the Whole, Refining a Part	Support Students to Write with Focus—Fast and Furious	Front-End Revision Is Easier than Back-End Revision	Study a Mentor Conclusion for Qualities of Strong Endings
11	Rebuttals, Responses, and Counterclaims	Supporting Writers Who Are Ready to Contextualize Arguments within Larger Ideas and Writers Who Need Support with Lining Up Evidence	Useful Prompts for Rebutting Counterclaims	Where to Include Counterclaims and Rebuttals
12	Evaluating Evidence	Analyzing Logic in Claims and Counterclaims	Be on the Lookout for Flawed Arguments—and if Necessary, Return to Research	Unpacking the Strengths and Weaknesses of Evidence for Readers
13	Appealing to the Audience	Understanding Your Audience	Choosing the Right Words for a Particular Audience	Getting to Know Your Audience Even Better
14	Letter to Teachers: A Mini-Celebration: Panel Presentations, Reflection, and Goal-Setting			
15	Letter to Teachers: Argument across the Curriculum			
BEND III: Writing for Real-Life Purposes and Audiences				
16	Taking Opportunities to Stand and Be Counted	Finding a Topic and Planning Your Essay with Audience in Mind	Writers Plan with an Eye on the Deadline	Writers Take Charge of Their Writing Lives and Plan Their Next Moves
17	Everyday Research	Coaching into Students' Search for Primary Evidence	A Short Project Can Lead to Many More	Writers Include Their Journeys of Thought in Their Drafts
18	Letter to Teachers: Taking Stock and Setting Writing Tasks			
19	Letter to Teachers: Using All You Know from Other Types of Writing to Make Your Arguments More Powerful			
20	Evaluating the Validity of Your Argument	Playing Devil's Advocate and Spotting the Biased Sample	Quick Debates to Test Accuracy and Precision	Writers Add Detailed Explanations to Defend Their Position
21	Paragraphing Choices	Sorting Information within Paragraphs	Writers Are Daring, and They Are Problem Solvers	Writers Collaborate, Using a Variety of Ways to Help Each Other Edit
22	Letter to Teachers: Celebration: Taking Positions, Developing Stances			