



# The CLAVES Curriculum

## Unit 1: Human-nature interaction

### Writing

#### Lesson 1

|                            |  |                    |
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| <b>Unit Questions</b>      | How are humans and plants and animals interdependent? How do humans affect nature?   |                    |
| <b>Unit Writing Prompt</b> | Should humans be responsible for solving problems such as animal extinction and environmental issues?  |                    |
| <b>Lesson Objective</b>    | Students will learn about the structure of an argumentative essay (introduction, opinion, reasons, evidence, conclusion, transition words, audience) |                    |
| <b>Materials</b>           | <b>Teacher</b>   | <b>Students</b>    |
|                            | ❑ Cycle 3 powerpoint   | ❑ Student workbook |

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| <b>Introduce Lesson (1 min)</b> | <p>SAY:</p> <ul style="list-style-type: none"> <li>Today we are going to start focusing on writing an argument. Over the next three days, we are going to write an argumentative essay answering this question: Should humans be responsible for solving problems such as animal extinction and environmental issues? Today we'll think about what an argumentative essay looks like, and the two days after that we will focus on writing our essays.</li> </ul> |
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| <b>Reading and Embedded Language (10 min)</b> | <p><b>Guided reading and noticing language</b></p> <p>Have students silently read the essay on page 2 of the Student Workbook. Then make some comments/solicit ideas from students.</p> <p>SAY:</p> <ul style="list-style-type: none"> <li>This essay was written by a 6th grade student.</li> <li>What are some of the parts of this essay that you notice?</li> <li>What kind of language is the student using that makes the essay persuasive?</li> </ul> |
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| <b>Deconstruct Mentor Text (18 min)</b> | <p><b>Language and structural analysis (10 mins)</b></p> <p>Open Unit 3 powerpoint.</p> <p>SAY:</p> <ul style="list-style-type: none"> <li>SLIDE 2: Now that we've talked a little bit about what we think about this essay, let's break it down into its different parts so we have a good idea about how to write our own arguments.</li> <li>SLIDE 3: Here are the 6 main parts of argumentative writing that we will look at today. Notice that each part has its own color. (Briefly review each term)</li> <li>SLIDE 4: Here is the student's essay in color showing each of the 6 parts.</li> <li>SLIDE 5: First, let's look at how the student wrote the introduction. What does the introduction try to do? (NOTE: Describe the debate to the audience)</li> <li>SLIDE 6: Here, the student is very simply giving their opinion about the debate.</li> </ul> |
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- *SLIDE 7: Now here the student has a different paragraph for each reason. The reason starts the paragraph.*
- *SLIDE 8: And then the rest of the paragraph provides the evidence supporting the reason.*
- *SLIDE 9: Then, the student ends the essay with a short conclusion that reminds the reader of their opinion on the debate.*
- *SLIDE 10: Here are some of the transition words used. Why do you think these words are useful in this essay? What are some examples of other transition words that you have used in your writing? (Solicit responses, discuss briefly with students)*

### **Discussion of Audience (7 mins)**

- *SLIDE 11: Let's think about the word "audience". In writing, the audience is the person or people who are listening to or reading your ideas.*
- *SLIDE 12: What do you think about this essay? Who is the audience, and why do you think that?*

### **Identify Audience for Writing (1min)**

**SAY:**

*In the essays you will be writing, your audience is each other and me, so think about how you want to use language to communicate with each other and with me!*

### **Closing (1 min)**

**SAY:**

*Today we learned about the parts of argumentative writing. On page 3 of your Student Workbook, you can see the rubric we will use to help us write our argumentative essays over the next two lessons.*

**NOTE TO TEACHER:** The rubric maps directly to the deconstruction of the mentor text.



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## Unit 1: Human-nature interaction

### Writing Lesson 2

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| <b>Unit Questions</b>      | How are humans and plants and animals interdependent? How do humans affect nature?                    |  |
| <b>Unit Writing Prompt</b> | Should humans be responsible for solving problems such as animal extinction and environmental issues? |  |
| <b>Lesson Objective</b>    | Students will discuss their positions and begin drafting their argumentative essays.                  |  |
| <b>Materials</b>           | <b>Teacher</b>  | <b>Students</b>  |
|                            | <input type="checkbox"/> Facilitate writing   | <input type="checkbox"/> Student workbooks for Wolves, Water Protectors, and Writing |

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| <b>Introduce Lesson (1 min)</b> | <b>Introducing today's lesson:</b><br>SAY: <ul style="list-style-type: none"> <li>Today we will introduce our writing question "Should humans be responsible for solving problems such as animal extinction and environmental issues?" and start drafting your argumentative essay.</li> </ul> |
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| <b>Pre-writing discussion (9 min)</b> | <b>Activate background knowledge in Wolves and Water Protectors cycles</b><br>SAY: <ul style="list-style-type: none"> <li>Yesterday we deconstructed our mentor text together and learned about the writing rubric. Today, we will work on our own argumentative writing essay based on what we learned yesterday.</li> <li>Now look at the notes in the graphic organizers in your Student Workbooks for Wolves and Water Protectors. There are summaries of different perspectives you have thought about. Review your summaries and think about the question "Should humans be responsible for solving problems such as animal extinction?"</li> <li>Which of your notes are related to this question? What do they say? What do you think?</li> </ul> |
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| <b>Drafting</b><br><b>(19 min)</b> | <p><b>Introduce writing question</b></p> <p>SAY:</p> <ul style="list-style-type: none"><li>• <i>Our writing question for this unit is “Should humans be responsible for solving problems such as animal extinction and environmental issues?”. Choose your position and think about what you want to say.</i></li><li>• <i>Remember when you are writing about the different words and word parts we learned about and try to use them in your writing. You can find these on page 8 of the Student Workbook for Writing.</i></li><li>• <i>Okay, let’s start writing!</i></li></ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"><li>• Provide each student with the graphic organizer, A (scaffolded, pp. 4-5 in Workbook) or B (unscaffolded, pp. 6-7 in Workbook) appropriate to his/her writing needs. Ask students to take a stance and work to address the components of argumentative writing discussed in the previous lesson, and outlined in the CLAVES Writing Rubric (p. 3 of the Student Workbook). Observe students and address issues of language as they come up during writing.</li></ul> <p>Teachers can work with students/groups to use either Graphic Organizer A (scaffolded) or Graphic Organizer B (unscaffolded) to draft their argumentative essays.</p> |
| <b>Closing</b><br><b>(1 min)</b>   | <p><b>Close lesson</b></p> <p>SAY:</p> <p><i>Today we discussed our writing question and started drafting our own argumentative essays. Tomorrow we will keep working on our writing.</i></p>  |



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## Unit 1: Human-nature interaction

### Writing Lesson 3

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| <b>Unit Questions</b>      | How are humans and plants and animals interdependent? How do humans affect nature?                    |   |
| <b>Unit Writing Prompt</b> | Should humans be responsible for solving problems such as animal extinction and environmental issues? |   |
| <b>Lesson Objective</b>    | Students will continue drafting, editing, and finalizing their argumentative essays.                  |   |
| <b>Materials</b>           | <b>Teacher</b>  | <b>Students</b>                                   |
|                            | <input type="checkbox"/> Facilitate writing   | <input type="checkbox"/> Student Writing Workbook |

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| <b>Introduce Lesson</b><br>(1 min) | <b>Introduce Lesson</b><br>SAY:<br><i>Today we will continue finishing up our argumentative essays and then we will use the writing rubric to think about our writing.</i> |
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| <b>Finishing up writing</b><br>(18 min)   | <b>Continue finishing up writing:</b> <ul style="list-style-type: none"> <li>Ask students to continue finishing up their argumentative writing;</li> <li>For students who finish their writing, review the writing they drafted as a group, in pairs, or individually; and revise their writing through looking at each section in the writing rubric.</li> </ul>   |
| <b>Editing and discussing</b><br>(11 min) | <p>NOTE TO TEACHER: These are options to choose among. If more time is needed for finishing up writing, skip this and allow students more composing time.</p> <p><b>Whole-group sharing</b></p> <ul style="list-style-type: none"> <li>Ask and individual students to read their essay aloud to the group and discuss using the CLAVES Writing Rubric</li> <li>Ask students to share the different vocabulary, word parts, pronouns, and verb tenses from CLAVES that they used in their writing.</li> </ul> <p><b>Peer editing</b></p> <ul style="list-style-type: none"> <li>Have students work in pairs to review each other's essays using the rubric and discuss places for revision.</li> </ul> <p><b>Publishing</b></p> <ul style="list-style-type: none"> <li>Have students transfer their revised writing in the graphic organizer to a new blank paper as their final product.</li> </ul> |

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| <b>Closing</b><br>(1 min) | <b>Close lesson:</b> Today we finished our writing and used the writing rubric as a tool to make revisions. Think about your audience before presenting your final product. |
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