



**Unit 1: Human-nature interaction**

***Writing***

Lesson 1

<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 1 Objective</b>	<ul style="list-style-type: none"> <li>Learn the structure of an argumentative essay (introduction, opinion, reasons, evidence, conclusion, transition words, audience).</li> </ul>	
<b>Materials</b>	<b>Teacher</b>	<b>Students</b>
	<input type="checkbox"/> Cycle 3 Powerpoint	<input type="checkbox"/> Student Workbook

**NOTE:** Italicized texts can be used as guidelines for language that you can SAY to your students.

<b>Introduce Lesson (1 min)</b>	<p><b><u>Introduce Lesson</u></b>  <i>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.</i></p>
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<b>Reading and Embedded Language (10 min)</b>	<p><b><u>Guided Reading and Noticing Language</u></b>          Have students silently read the essay on p. 3 of the Student Workbook. Then, make some comments and solicit ideas from students.</p> <ul style="list-style-type: none"> <li><i>This essay was written by a 6th grade student.</i></li> <li><i>What are some of the parts of this essay that you notice?</i></li> <li><i>What kind of language is the student using that makes the essay persuasive?</i></li> </ul>
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<b>Deconstruct Mentor Text (18 min)</b>	<p><b><u>Language and Structural Analysis</u></b>          Open Unit 3 Powerpoint.</p> <ul style="list-style-type: none"> <li><b>SLIDE 2:</b> <i>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.</i></li> <li><b>SLIDE 3:</b> <i>Here are the 6 main parts of argumentative writing that we will look at today. Notice that each part has its own color.</i> <ul style="list-style-type: none"> <li>Briefly review each term.</li> </ul> </li> <li><b>SLIDE 4:</b> <i>Here is the student's essay in color showing each of the 6 parts.</i></li> <li><b>SLIDE 5:</b> <i>First, let's look at how the student wrote the introduction. What does the introduction try to do?</i></li> </ul>
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## The CLAVES Curriculum

- **Response:** Describe the debate to the audience.
- **SLIDE 6:** Here, the student is very simply giving their opinion about the debate.
- **SLIDE 7:** Now here, the student has a different paragraph for each reason. The reason starts the paragraph.
- **SLIDE 8:** The rest of the paragraph provides the evidence supporting the reason.
- **SLIDE 9:** 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 and discuss briefly with students.

### Discussion of Audience

- **SLIDE 11:** Let's think about the word "audience". In writing, the "audience" is the person/group of 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)

*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)**

### Close Lesson

*Today we learned about the parts of argumentative writing. On p. 4 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:** The rubric maps directly to the deconstruction of the mentor text.



**Unit 1: Human-nature interaction**

**Writing**  
Lesson 2

<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>	<ul style="list-style-type: none"> <li>• Discuss positions.</li> <li>• Begin drafting the argumentative essays.</li> </ul>	
<b>Materials</b>	<b>Teacher</b>	<b>Students</b>
		<input type="checkbox"/> Student Workbooks (“Wolves”; “Water Protectors”, and Writing)

**NOTE:** Italicized texts can be used as guidelines for language that you can SAY to your students.

<b>Introduce Lesson (1 min)</b>	<p><b><u>Introduce Lesson</u></b>  <i>Today we will introduce our writing question “Should humans be responsible for solving problems such as animal extinction and environmental issues?”.</i></p> <p><i>Yesterday, we deconstructed a mentor text together and learned about the writing rubric. Today, you will start drafting your argumentative essays based on what we learned yesterday.</i></p>
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<b>Pre-writing discussion (10 min)</b>	<p><b><u>Review Notes from Previous Cycles</u></b></p> <ul style="list-style-type: none"> <li>• <i>Look at the notes in your Graphic Organizers (Student Workbooks for “Wolves” and “Water Protectors”). There are summaries of the different perspectives you have thought about.</i></li> <li>• <i>Review your summaries and think about the question “Should humans be responsible for solving problems such as animal extinction?”</i></li> <li>• <i>Which of your notes are related to this question? What do they say? What do you think?</i></li> </ul>
<b>Drafting (20 min)</b>	<p><b><u>Introduce the Writing Prompt</u></b></p> <ul style="list-style-type: none"> <li>• <i>Our writing prompt 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>When you are writing, remember and try to use the different vocabulary and words parts that we learned in this Unit. You can find all of this on p. 9 of the Writing Student Workbook.</i></li> </ul> <p><b><u>Ideating and Drafting</u></b></p>



## The CLAVES Curriculum

- Provide each student with the graphic organizer: **A** (scaffolded; p. 5-6 in Student Workbook) or **B** (unscaffolded; p. 7-8 in Student Workbook) appropriate to their 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. 4 of the Student Workbook).
- Observe students and address issues as they come up.

**NOTE:** Teachers can work with students/groups to use either **Graphic Organizer A** (scaffolded) or **Graphic Organizer B** (unscaffolded) to draft their argumentative essays.

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

**Close Lesson**

*Today we discussed our writing question and started drafting our own argumentative essays. Tomorrow we will keep working on our writing.*



**Unit 1: Human-nature interaction**

***Writing***  
Lesson 3

<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>	<ul style="list-style-type: none"> <li>Continue drafting, editing, and finalizing argumentative essays.</li> </ul>	
<b>Materials</b>	<b>Teacher</b>	<b>Students</b>
		<input type="checkbox"/> Student Writing Workbook

**NOTE:** Italicized texts can be used as guidelines for language that you can SAY to your students.

<b>Introduce Lesson (1 min)</b>	<p><b><u>Introduce Lesson</u></b> <i>Today we will continue finishing up our argumentative essays. Then, we will use the writing rubric to think about our writing.</i></p>
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<b>Finishing up writing (18 min)</b>	<p><b><u>Continue Finishing Up Writing</u></b> Give students time to continue writing their argumentative essays.</p> <ul style="list-style-type: none"> <li>For students who finished writing, review their draft as a group, in pairs, or individually.</li> <li>Look at each section of the writing rubric (p. 4 of Student Workbook) to guide revision of students' writing.</li> </ul>
<b>Editing and discussing (11 min)</b>	<p><b>NOTE:</b> Skip the following if students need more time to finish writing. Otherwise, choose from the options below.</p> <p><b>Whole-group sharing:</b></p> <ul style="list-style-type: none"> <li>Invite students to individually read their essay aloud to the group. Then discuss it using the CLAVES writing rubric (p. 4 of Student Workbook).</li> <li>Ask students to share the vocabulary, word parts, pronouns, and verb tenses from CLAVES that they used in their writing.</li> </ul> <p><b>Peer editing:</b> In pairs, have students review each other's essays using the writing rubric (p. 4 of Student Workbook). Then, ask them to discuss areas for revision.</p> <p><b>Publishing a final product:</b> Have students transfer their revised writing in the Graphic Organizer to a new blank paper.</p>



## The CLAVES Curriculum

**Wrap Up**  
(1 min)

**Close Lesson**

*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.*