

## Shared Writing

Grade: 5<sup>th</sup>

Time: 15 minutes

Numbers of students: 23

Learning Goal: Students will be able to summarize an argument using textual evidence in conjunction with their own reasoning.

Rationale: Students will be able to use this skill to quickly summarize and give the main points of their arguments when they do not have the time to give a lengthy explanation. They will be able to explain themselves plainly in a number of situations.

Standard:

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

Skill: Summarizing an argument with supporting details based on a literary text

Text: *The Breadwinner* Chapters 11 and 12

This text presents students with a strong ethical dilemma of which they can take sides with either side having a sound amount of support to draw from.

Grouping: Whole Class. Students will be able to draw on one another's thinking and work together to put together a writing piece that will simultaneously strengthen the writing techniques of weaker writers.

Preparation:

- Ensure that students have read up through Chapter 12
- Have the doc cam prepared with lined paper for teacher writing

Instructional Plan:

I can summarize an argument based on the context of my text.

1. Tell students that we will be summarizing an argument based on what we know about *The Breadwinner* and that we will practice supporting our argument with pieces from the text.
  - a. Remind students that this is much like their persuasive essays that they wrote, only a "mini version".
2. Tell students that we will be writing a summary for Shauzia's argument as to why she should run away from home. Ask students to take 30 seconds to think about why Shauzia believes that she should run away from home.
3. Have students turn to a partner and discuss their thinking
4. Use the class to write a strong thesis statement that says that Shauzia should run away from home.

5. Ask a volunteer to give one reason as to why Shauzia should run away. Remind students that this should not be a reason why *they* would or wouldn't run away, but a reason that makes sense for Shauzia's character. They should be pretending that they are Shauzia and modeling her thinking. Write this reason on the paper.
  - a. Have students give instances from the text that would support why Shauzia's character believes this reason.
6. Ask a student for a good transition word that could be used to switch from our first point to our second point.
7. Repeat steps 5 and 6 for two more reasons.
8. Ask a student for a good transition word to begin the conclusion.
9. Ask for a strong concluding sentence that restates our thesis, but does not simply repeat it.
10. Read the short paragraph summary of Shauzia's argument.
11. Remind students that write a summary of an argument, we need to state our opinion, provide one sentence reasons as to why we believe this that are *based on the text*, and a strong conclusion.

Assessment: Have students independently write a summary paragraph for the prompt: "Shauzia should not run away."