

Week 5 - Balanced Argument

Marking Priority
Best work to indepth
mark



Lesson 1 - Nasty writing - commas for clarity
WALT create an 'against' paragraph

Lesson 2 - Grammar Input - Brackets, dashes and
commas to indicate parenthesis

WALT use brackets, dashes and commas to indicate
parenthesis 

Lesson 3 -

WALT use reasoning to explain our writing choices

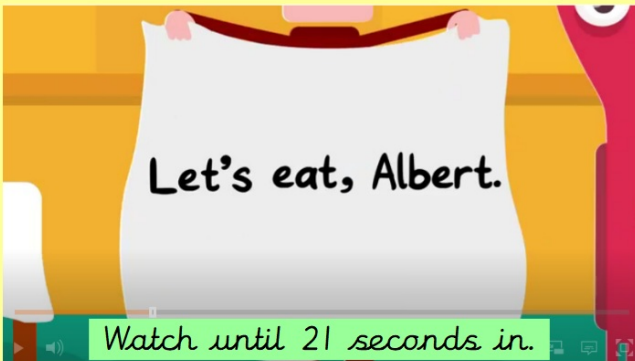
Lesson 4 -

WALT perform our speeches, using gesture and
intonation.

NASTY WRITING!

Lesson 1

We can use commas for a range of purposes.
One use is to clarify meaning.



For example:

Hurry up and eat Dad!
Hurry up and eat, Dad!

The comma changes the
meaning totally!

2. Making your meaning clear

Adding a comma can change the meaning of a sentence completely, so it's important you put it in the right place.

For example: **Let's eat Callum!**

This means we're actually going to eat Callum!

Compare it with this: **Let's eat, Callum!**

A comma is used correctly after **eat**, so this means we're eating *with* Callum - phew!



NASTY WRITING!

We can use commas for a range of purposes.
One use is to clarify meaning.

For example: Hurry up and eat, Dad!

As the campers sat around the fire eating
the bear hid behind a tree.



Metacognition

I Do



(Teacher
example)

NASTY WRITING!

Lesson 1

We can use commas for a range of purposes.
One use is to clarify meaning.

For example: Hurry up and eat, Dad!

As the sun shone bright red people
moved into the shade.



(Teacher
models)

NASTY WRITING!

Lesson 1

Can you add a comma to these sentences to help clarify the meaning?

For example: Hurry up and eat, Dad!

Slow children crossing.

When he saw the pirate ship on the horizon the captain sounded the alarm.

Jess likes baking cats and doing ballet.

Can you create sentences of your own where you use a comma to clarify the meaning?

5hp to sentences that are about teachers being replaced by computers.

(Independent)

You Do It Alone



WALT create an 'against' paragraph

Today we are going to write our 'against' paragraph

Things to remember:

- We do not want your opinion in this paragraph
- Make use of adverbials to link sentences
- Use your success criteria
- Only choose 4 facts to back up this side please
- Ensure you justify why it's a good reason

WALT create an 'against' paragraph Lesson 1

Metacognition

Teacher to model writing process for 'against' paragraph:
example in documents in folder



Plan for 'against' paragraph

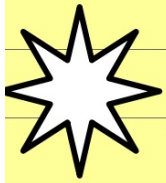
- PC not encouraging
- lose jobs
- wouldn't see friends
- no 'hands on' lessons

Success Criteria for Balanced Arguments			SA
Structure	Introduction	For Paragraph	
		Against Paragraph	
		Conclusion with own opinion	
		Paragraphs throughout	
		Fronted adverbials to link points	
Language	Facts used to support points	Cause and effect conjunctions	
		Modal verbs to indicate possibility	
		Emotive Language	
		Ambiguous phrases to suggest possibility	



(Teacher models)

WALT create an 'against' paragraph Lesson 1



Now it's your turn! Have a go at creating your own paragraph, with your choice of 4 points from your list in your plan.

Things to remember:

- We do not want your opinion in this paragraph
- Make use of adverbials to link sentences
- Use your success criteria
- Only choose 4 facts to back up this side please
- Ensure you justify why it's a good reason

✓ Because
✓ Result in
✓ Because of this
✓ Leads to
✓ Causes
✓ Owing to
✓ As a consequence of
✓ Hence
✓ Thus
✓ Stems from
✓ Is due to
✓ Us caused by

✓ For
✓ So
✓ Consequently
✓ Therefore
✓ Contributes to
✓ Brings about
✓ For this reason
✓ Comes from
✓ Is the result of
✓ Due to
✓ As
✓ Since

✓ Accordingly
✓ That is why
✓ In order to

Cause or effect	Sequence	Time	Contrast
Therefore Hence Accordingly Then Thus	Next Furthermore In addition Finally Moreover	Before Meanwhile Now Since Lately	However Instead Rather In spite of
Emphasis	Summarize	Illustrate	Comparison
Indeed Of course Certainly	Finally In conclusion In summary	For example Namely For instance	Also Likewise Similarly

SECOND PARAGRAPH	Some people think that...
The people who agree with this idea claim that...	In support of (the issue) people believe...
Beginning with those arguments in support of (the issue)...	Those who agree with (the issue) say that...
First of all consider the points	

Success Criteria for a Non-Chronological Report	SA
Heading & Sub-Heading	
Past Tense (was, had, lived)	
Range of co-ordinating conjunctions	
• FANBOYS e.g. but, yet, so	
Fronted adverbials for cohesion	
• Additionally,	
• Amazingly,	
• Unusually,	
Subordinate clauses	
• If you look at Medusa,	
• Since he lived in a labyrinth,	
Prepositional phrases	
• inside the cave	
• on her head	
Parenthesis () - , ,	
Use semi-colons to separate clauses (help sheet available)	

You Do It Alone



(Independence)

WALT create an 'against' paragraph

Plenary

Look at your success criteria. What can you tick off?
Only put a tick next to elements that you KNOW you have used in your writing.

Any that you haven't ticked can be a focus for your editing time that you will be given next lesson.

Lesson 2

WALT Use brackets, dashes and commas for parenthesis

Success Criteria for Balanced Arguments				SA
Structure			Introduction	
			For Paragraph	
			Against Paragraph	
			Conclusion with own opinion	
			Paragraphs throughout	
			Fronted adverbials to link points	
Language			Facts used to support points	
			Cause and effect conjunctions	
			Modal verbs to indicate possibility	
			Emotive Language	
			Ambiguous phrases to suggest possibility	

Use the Language Success Criteria to edit your 'against' paragraph. Ensure you have multiple examples of each feature. Use your purple pen to show your changes on your editing page.

Proof read for spelling and punctuation errors.

WALT Use brackets, dashes and commas for parenthesis

What is parenthesis?



Depending on the tone the writer wants to create, they might want to insert parentheses by using commas, dashes or brackets. Don't forget to keep the sentence grammatically complete without the parenthesis.

WALT Use brackets, dashes and commas for parenthesis

What is parenthesis?

Adding extra information to a sentence using brackets, dashes or commas. If the parenthesis is taken away, the passage would still be complete without it.

Example: *without brackets:* James was taking part in a charity skydive at the weekend.

With brackets: James, *who was terrified of heights*, was taking part in a charity skydive at the weekend.

Depending on the tone the writer wants to create, they might want to insert parentheses by using commas, dashes or brackets. Don't forget to keep the sentence grammatically complete without the parenthesis.

WALT Use brackets, dashes and commas for parenthesis

When should we use each type of punctuation to show parenthesis?

Brackets

Brackets, dashes or commas (punctuation that we use to help us add those extra words) are sometimes called parentheses.

Brackets are useful for adding emphasis and making the information stand out.

Commas

My friend Chloe, who is three months older than me, is coming to my house tonight.

Commas are useful for additional information while keeping the focus on the surrounding text.

Dashes

You - to put it mildly - are annoying.

Dashes are often used more informally to add extra information.

WALT Use brackets, dashes and commas for parenthesis

In conclusion, I feel that dogs should be kept on a lead when in public parks, especially at peak times, as this is much safer for both humans and dogs. Ideally, there should be areas created especially for dogs within all parks.

What do we need to include in our conclusion?
(This was planned last week)

In summary, there are arguments for and against wearing school uniform and opinions will always differ. I personally believe that wearing a school uniform can really make you feel part of the team/school family and I actually prefer wearing mine than choosing my own clothes. However, others may and probably will offer different opinions.

Having considered both sides of the argument, there are several reasons as to why children should and should not be allowed to eat chocolate for breakfast. Having said this, the potential negative impact on children's health, teeth and education could be seen to significantly outweigh the benefits of simply having something tasty to start the day. So, should children be allowed to eat chocolate for breakfast? It would seem wise to answer the question with no- children should not be allowed to eat chocolate for breakfast.

WALT Use brackets, dashes and commas for parentheticals

Lesson 2

Metacognition



Teacher to model writing conclusion using plan

Teacher Plan

- Looking at all the ev. in my belief...
- Against teachers being replaced by computers
- Teachers are caring not just about marks

Success Criteria for Balanced Arguments		SA
Structure	Introduction	
	For Paragraph	
	Against Paragraph	
	Conclusion with own opinion	
	Paragraphs throughout	
	Fronted adverbials to link points	
Language	Facts used to support points	
	Cause and effect conjunctions	
	Modal verbs to indicate possibility	
	Emotive Language	
	Ambiguous phrases to suggest possibility	

do you include parenthesis in your conclusion?



(Teacher models)

Teacher - see folder for example

Lesson 2

WALT Use brackets, dashes and commas for parenthesis

You now need to edit your work using the Success Criteria.

How can we make this piece of writing better?

looking at all the evidence
it is my belief that teachers
should not be replaced by
computers because teachers
are caring and computers
are not. School is about
more than just learning
which is why this is
important.

Success Criteria for Balanced Argument	
Structure	Introduction
	For Paragraph
	Against Paragraph
	Conclusion with own opinion
	Paragraphs throughout
Language	Fronted adverbials to link
	Facts used to support point
	Cause and effect conjunctions
	Modal verbs to indicate possibility
	Emotive Language
	Ambiguous phrases to suggest possibility



Metacognition

Teacher to model

Lesson 2

WALT Use brackets, dashes and commas for parenthesis

You have 10 minutes to edit your conclusion (and if you have time you can review all of your paragraphs).

- Does it include the success criteria?
- Does it make sense?
- Is it clear?

Success Criteria for Balanced Arguments		SA
Structure	Introduction	
	For Paragraph	
	Against Paragraph	
	Conclusion with own opinion	
	Paragraphs throughout	
	Fronted adverbials to link points	
Language	Facts used to support points	
	Cause and effect conjunctions	
	Modal verbs to indicate possibility	
	Emotive Language	
	Ambiguous phrases to suggest possibility	

Lesson 3 & 4

Lesson 3&4

WALT use reasoning to explain our writing choices

Before you do your reasoning for writing, we need to revisit our guided reading from last week - inspirational speakers.

Remind me - who was the most inspirational?
Why?



Lesson 3&4

WALT use reasoning to explain our writing choices

Before you do your reasoning for writing, we need to revisit our guided reading from last week - inspirational speakers.

Remind me - who was the most inspirational?
Why?

- hand gestures
- changes in pitch and tone of voice
- spoke passionately about subject

Lesson 3&4

WALT use reasoning to explain our writing choices

Over the next 2 lessons, you will be recorded reading your balanced argument aloud.

Remember, it's important to speak with passion, even when reading both your for and against paragraphs, because you are still representing other people's views.

Lesson 3&4

WALT use reasoning to explain our writing choices

We will call you out one by one to be recorded
- no pressure! Take as long as you need.

Those of you left in the classroom need to
complete your reasoning for writing sheet.

Lesson 3&4

WALT use reasoning to explain our writing choices

	Evaluation for balanced argument	SA	PA
Example	<p>Facts used to support points</p> <p>What is it? Give me some examples from your writing (underline the example). What does it add to our writing?</p> <p>A fact is a thing that is known or proved to be true. <u>Factual information can be used as evidence to support points being made.</u> An example from my writing is the following: An excellent benefit would be students having the ability to repeat lessons whenever they needed to if using a computer. <u>Having factual information included means that my reader can trust and have confidence in the arguments being presented.</u></p>		
Working towards	<p>Fronted adverbials to link points</p> <p>What is it? Give me some examples from your writing. What does it add to your writing?</p> <hr/> <hr/> <hr/> <hr/> <hr/>		

T to discuss

WALT use reasoning to explain our writing choices

Meeting	<p><i>Cause and effect conjunctions</i></p> <p>What is it? Give me some examples from your writing. What does it add to your writing?</p> <hr/> <hr/> <hr/> <hr/> <hr/>		
	<p><i>Modal verbs to indicate possibility</i></p> <p>What is it? Give me some examples from your writing. What does it add to your writing?</p> <hr/> <hr/> <hr/> <hr/> <hr/>		

T to discuss

Lesson 3&4

WALT use reasoning to explain our writing choices

Greater depth	<p>Emotive language</p> <p>What is it? Give me some examples from your writing. What does it add to your writing?</p> <hr/> <hr/> <hr/> <hr/> <hr/>		
---------------	---	--	--

T to discuss

WALT use reasoning to explain our writing choices

Once you have finished your reasoning for writing, have carefully thought about your answers, you can read your book/take a quiz if necessary.