

9 reading lessons with passages & comprehension questions

# SMALL GROUP LESSONS ARGUMENTATIVE TEXTS

LESSON PLANS

READING PASSAGES

STRATEGY CARDS

**STRATEGY LESSON #1**  
FOCUS: Identify Argumentative Texts

**Objective:** Students will understand how to identify attributes of an argumentative text.

**Author's Claim**  
What is the author's stance on the topic?

**Counter Argument**  
Is an opposing viewpoint provided?

**Comprehension Questions**  
What is the main idea of the text? When was the text written?

**Say Yes to Emojis!**  
Emoticons, or emojis, have greatly improved the way we communicate. Emojis are commonly used in text messages and on social media. Emoticons and other symbols add value to language. Symbols can help make communication clearer. For example, have you ever seen somebody fix a mistake in a message with an asterisk (\*)? The asterisk is a way to signify that an error has been corrected. Instead of writing oops, using the symbol (\*) communicates the act of correcting a mistake. Using a single emoji can have more meaning than a written sentence. Phones and other electronic devices have access to hundreds of emoticons that can be used to communicate. New emojis are constantly being added! For example, think about the funniest video you've seen on social media. Saying "That's so funny" just doesn't have quite as much meaning as a yellow face with a giant grin, uplifted eyebrows, shedding tears from laughing so hard. Emojis are a way to communicate feelings visually.

People can communicate more quickly with the use of emojis. Emoticons are more than a visual representation; they reveal a person's feelings. When you see a 😊 symbol, what do you think? The smiley face has become a visual way to communicate positive, happy feelings. What about the 😞 emoticon? The frown emoticon represents sadness. Scott Fahlman is reported as the first person to use a frowny face out of symbols in an email in 1982.

Language and the ways in which people communicate have been changing for years. Many people believe the use of emoticons and symbols for communication is lazy, but that is just not the case! Emojis are not destroying our language. They are improving it. They help people communicate complicated feelings.

**Argumentative Texts**  
Readers can identify characteristics/structures of an argumentative text.

1. What is the claim made by the author?

2. Identify 2-3 pieces of evidence the author includes to support their claim.

**Reasons & Evidence**  
Readers can find reasons and evidence used by an author to support their claim. In an argumentative text, the author should support their reasons.

**Evaluate a Claim**  
Readers can evaluate the effectiveness of the argument made by the author.

**A Variety of Evidence**  
Authors can include multiple pieces of evidence to support points made in the text. Authors might include the following types of evidence to support their claim:

<b>Facts</b>	A can of soda contains 7-10 teaspoons of sugar.
<b>Opinions</b>	Soda is the worst thing you could drink.
<b>Interviews</b>	Dr. Marshall explains who drink soda are developing type 2 diabetes.
<b>Personal Experiences</b>	When I gave up soda, my energy improved.
<b>Research Findings</b>	According to the CDC, drinking too much soda can lead to obesity.

**Argumentative Text**  
Readers can identify the author's claim and supporting evidence.

# 3

# REASONS TO LOVE

THESE SMALL GROUP LESSONS

## TIME-SAVING

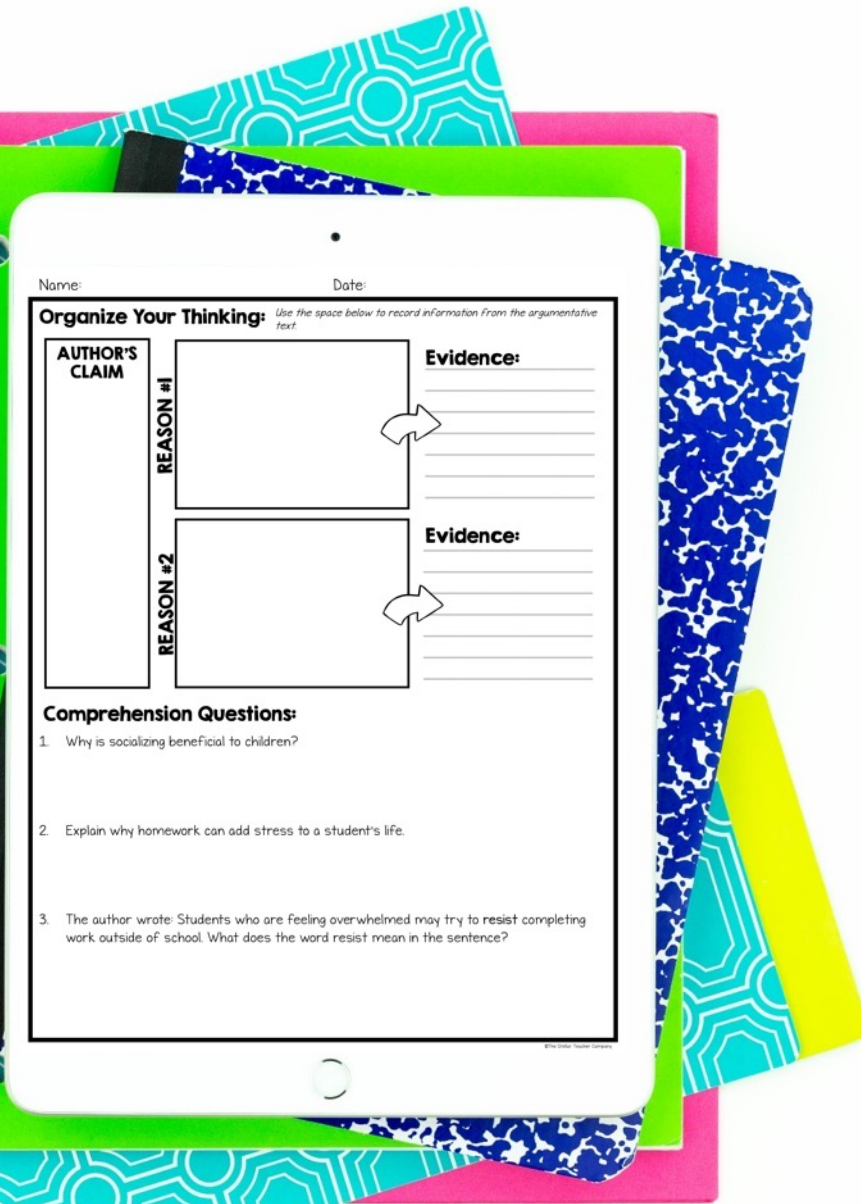
Stop searching for small group resources. This resource includes EVERYTHING you need for a successful small group lesson focused on understanding argumentative texts.

## LOW PREP

These lessons are seriously just print and teach. Pick the objective you want to cover, print the materials, and you'll be all set to teach your lesson. It will take you just a few minutes each week to print and prep your small group lessons.

## EASY TO USE

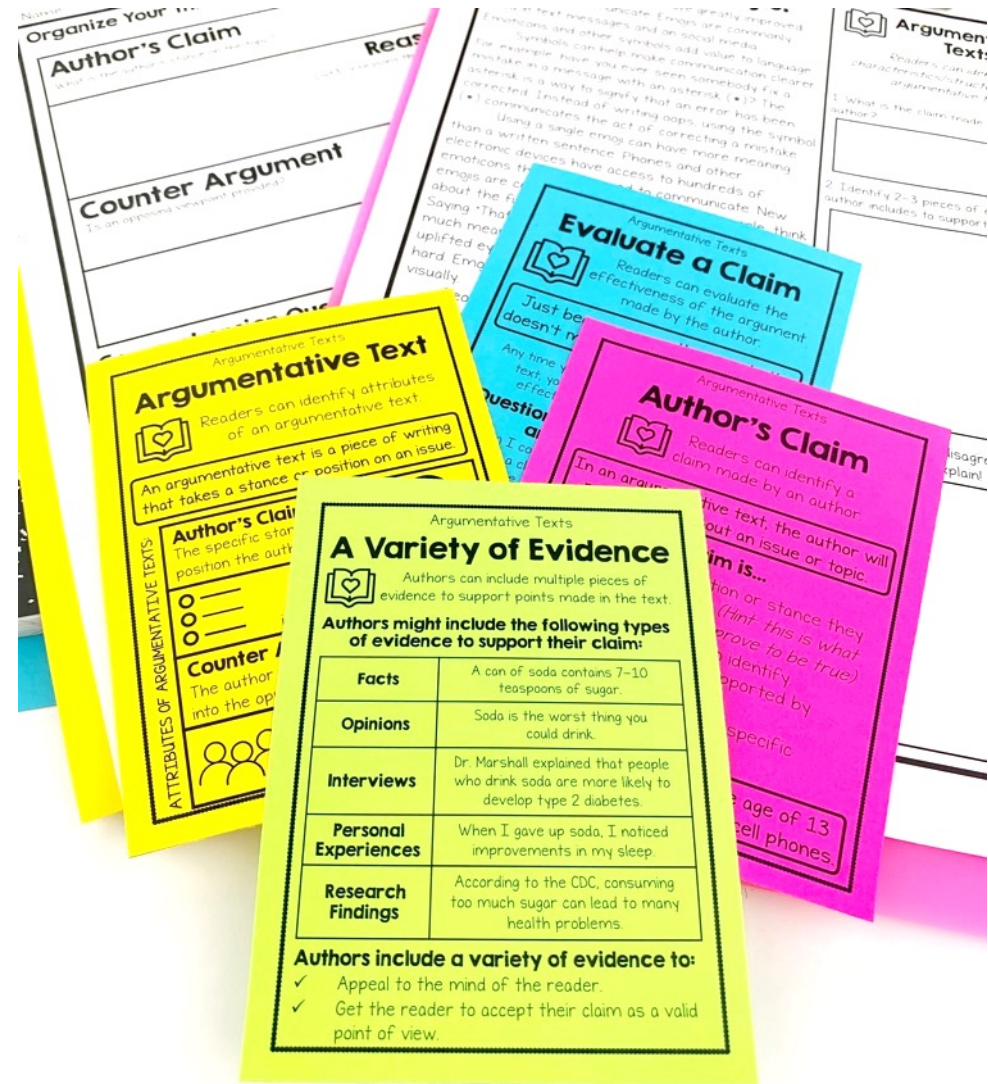
Each lesson set follows a simple easy-to-use framework. If you are uncertain how to structure your small group lessons, this resource is perfect for you. You can finally feel confident in how you teach your small group lessons.



# WHAT'S INCLUDED?

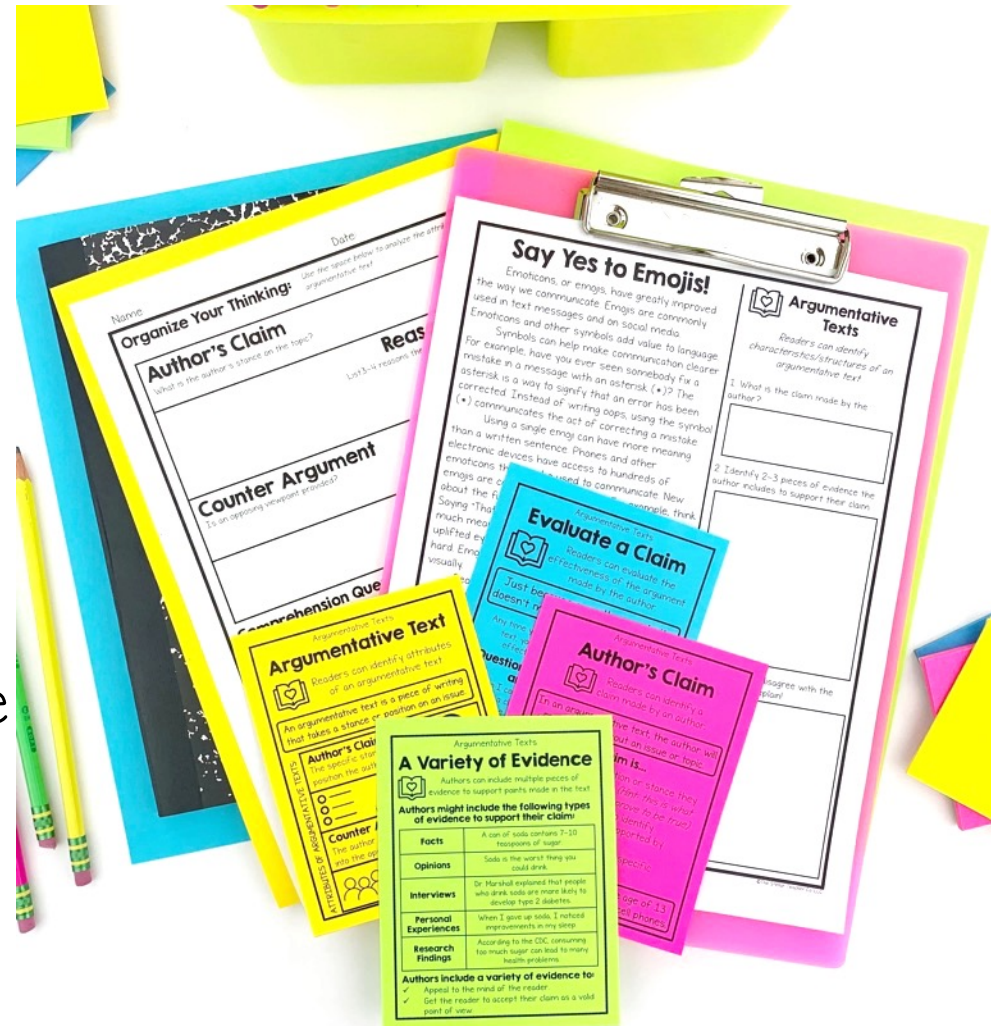
## 9 READING SMALL GROUP LESSON SETS

- 9 Scripted Lesson Plans
- 9 Reading Passages
- 9 Response Sheets/ Graphic Organizers
- 9 Strategy Cards (AKA Mini Anchor Charts)
- Digital Versions
- Answer Key
- Small Group Teacher Guide



# WHAT SKILLS DO THESE LESSONS COVER?

- Lesson #1: Attributes of Argumentative Texts
- Lesson #2: Identify Author's Claim
- Lesson #3: Reasons & Evidence
- Lesson #4: Counter Argument
- Lesson #5: Intended Audience
- Lesson #6: Facts & Opinions
- Lesson #7: A Variety of Evidence
- Lesson #8: For or Against an Argument
- Lesson #9: Evaluate an Author's Claim



# WHO NEEDS THIS RESOURCE?

THIS RESOURCE IS PERFECT IF YOU ARE A...

**STRATEGY LESSON #9**  
FOCUS: Evaluate a Claim

**Objective:** Students will be able evaluate the effectiveness of the argument made by the author.

**TARGET**  
1-2 min

- Any time you read an argumentative text you want to evaluate the effectiveness of the claim.
- Today we are going to spend time reading an argumentative text and evaluating the effectiveness of the author's claim.

**TEACH**  
1-2 min

The focus for today is evaluating the effectiveness of the argument made by the author.

- Just because an author wrote it, doesn't mean you need to believe it!
- The effectiveness, or validity, of a claim can be assessed by asking questions.
- Anytime you read an argumentative text, you want to evaluate the effectiveness of the claim by asking the following questions:
  - ✓ Am I convinced?
  - ✓ Is it a clear argument?
  - ✓ Are the facts strong and convincing?
  - ✓ Did the author give reasons to support and counter their main point?
  - ✓ Where was this text published? Is it a reputable source?
- Once you've considered these questions, you can determine if you accept the author's claim as a valid point of view.

**TACKLE**  
5-7 min

Now it's your turn to practice on your own.

**Teacher Notes:**

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading an argumentative text, or if you prefer to have all students using the same text, you can use the text *A Pet Means a Friend Forever* to help students apply this specific strategy.*
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to them read.*
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table, all they are focusing on is applying the strategy.*

**TRANSFER**  
2-3 min

**Discuss:**

- What is the effectiveness of an author's claim?
- What are 2 questions you can ask to evaluate an author's claim?

**Link:**

- Remember, just because an author wrote it, doesn't mean you need to believe it! Use your list of questions to help you evaluate author's claims as you read argumentative texts.

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- 4<sup>th</sup> or 5<sup>th</sup> grade reading teacher
- 3<sup>rd</sup> grade teacher with strong readers
- 6<sup>th</sup> grade teacher looking for remedial resources
- Intervention teacher
- Tutor
- Literacy coach looking for resource for your teachers
- Parent who wants to provide enrichment at home
- Student teacher

Just print the set you want to teach, and you're set for a stellar small group lesson.

**LOW PREP and EASY-TO-USE**



## STRATEGY LESSON #1

FOCUS: Identify Argumentative Texts



**Objective:** Students will understand and identify attributes of an argumentative text.

**TARGET**  
1-2 min

- Today we are going to spend time identifying specific attributes.
- Attributes are qualities of something. Attributes: claim, reasons & evidence.

**TEACH**  
1-2 min

- The focus for today is identifying argumentative texts.
- An argumentative text is a text that argues a point on a topic. This is called the claim.
  - An author's claim can be supported by facts and opinions.
    - For example, *Ice cream is the best* is an opinion.
    - *Too much screen time is bad for your eyes* is a fact that would use a claim.
  - Facts and opinions are used to support a claim.
  - An author will include a claim and evidence to support it.
  - When an author writes an argumentative text, they have a purpose in mind. The intended audience is the reader.

**TACKLE**  
5-7 min

Now it's your turn to practice identifying argumentative texts.

Teacher Notes:

- Ideally, students will be able to identify argumentative texts on their own. If not, you can help them by asking them to identify the claim and evidence.
- While students are working, you can check-in and talk to them about the discussion.
- If you choose to use this strategy, you might want to keep your students with a partner.

### Say Yes to Emojis!

Emoticons, or emojis, have greatly improved the way we communicate. Emojis are commonly used in text messages and on social media. Emoticons and other symbols add value to language.

Symbols can help make communication clearer. For example, have you ever seen somebody fix a mistake in a message with an asterisk (\*)? The asterisk is a way to signify that an error has been corrected. Instead of writing oops, using the symbol (\*) communicates the act of correcting a mistake. Using a single emoji can have more meaning than a written sentence. Phones and other electronic devices have access to hundreds of emoticons that can be used to communicate. New emojis are constantly being added! For example, think about the funniest video you've seen on social media. Saying "That's so funny" just doesn't have quite as much meaning as a yellow face with a giant grin, uplifted eyebrows, shedding tears from laughing so hard. Emojis are a way to communicate feelings visually.

People can communicate more quickly with the use of emojis. Emoticons are more than a visual representation; they reveal a person's feelings. When you see



### Argumentative Texts

Readers can identify characteristics/structures of an argumentative text.

1. What is the claim made by the author?

2. Identify 2-3 pieces of evidence the author includes to support their claim.

# TAKE A CLOSER LOOK...

## SCRIPTED TEACHER LESSON PLANS

Focuses on one bite-sized objective.

Each lesson follows the same 4T lesson structure: Target, Teach, Tackle, Transfer.

Includes the exact words and phrases you should say to help your students master the objective.

**STRATEGY LESSON #6**  
FOCUS: Facts & Opinions

**Objective:** Students will be able to distinguish between facts and opinions shared by the author in an argumentative text.

**TARGET**  
1-2 min

- Authors use facts and opinions as evidence in their argumentative texts.
- As readers it is important to be able to distinguish between facts and opinions shared in an argumentative text. Today we are going to spend time reading argumentative texts to help us better identify facts and opinions as evidence.

The focus for today is distinguishing between facts and opinions shared by the author in an argumentative text.

**TEACH**  
1-2 min

- Remember, author's use evidence to support their overall claim. Facts and opinions can be used as evidence.
- Facts can be proved. They are statements that you can look up to prove if they are accurate or not.
  - For example, if an author wrote *Every year, 24 million tons of recycled glass is used to make new bottles and jars.* This is a statement that can be proven, therefore, it is a fact.
- Opinions cannot be proved. They are statements that are based on a person's personal feelings or preferences.
  - For example, if an author wrote *Recycling is the most important choice you can make for our planet!* This is a statement based on a person's feelings about the importance of recycling.
- Let's look at the strategy card to read an important warning to readers about argumentative texts!

Now it's your turn to practice on your own.

**TACKLE**  
5-7 min

**Teacher Notes:**

- *Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading an argumentative text, or if you prefer to have all students using the same text, you can use the text *Chores Have a Purpose* and *The Benefits of Board Games/Games Over Everything* to help students apply this specific strategy.*
- *While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to them read.*
- *If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table, all they are focusing on is applying the strategy.*

**TRANSFER**  
2-3 min

**Discuss:**

- Why is it important to distinguish between facts and opinions shared by an author in an argumentative text?
- What does it mean if an author relies heavily on opinions in an argumentative text?

**Link:**

- Don't forget facts can be proved and opinions cannot!

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# TAKE A CLOSER LOOK...

## STUDENT PASSAGES & RESPONSE PAGES

Student passage written for each lesson objective.

**Who Needs Homework?**

Homework needs to be a thing of the past! Spending time outside of school on homework is unnecessary to children's lives. There are many other activities outside of homework that would greatly benefit children.

The first, and most important, reason homework should not be given is students need time after school to relax! Doing well in school is already stressful. Instead of doing homework, students should spend time after school playing, listening to music, and engaging in other relaxing activities.

Another reason homework needs to stop is because of the amount of time it takes away from children building relationships with the people they love. Family and friend time is important to a child's mental health. Socializing helps children learn empathy, learn to problem solve, and increases feelings of happiness.

Too much homework can be stressful for parents and guardians too. Sometimes adults don't understand their children's homework. This can cause disagreements between children and adults. It can also be difficult for adults to get their children to do homework! Students who are feeling overwhelmed may try to resist completing work outside of school.

Lastly, let's not forget about the teachers! Teachers already work hard during school hours. Many teachers arrive at school early and stay late to make sure they are supporting their students. Homework means more grading for teachers. Grading and providing feedback takes a lot of time. Often by the time teachers can give homework back to students, they have moved on to a new topic.

If there are benefits to homework, they are small compared to the potential harm it can cause students! An argument could be made that homework helps students develop responsibilities, but there are many other ways to teach responsibility. Students who are in afterschool activities or have hobbies will learn responsibility, punctuality, and more – without the added stress that homework brings.

**Reasons & Evidence**

*Readers can find reasons and evidence used by an author to support their claim.*

1. Does the author have a clear claim?  
 Yes  
 No

2. Underline the author's claim.

3. What is one reason the author used to support their claim?

4. What evidence did the author use to support their reason?

Date: \_\_\_\_\_

**Graphic Thinking:** Use the space below to record information from the argumentative text.

**Evidence:**

**Evidence:**

**Questions:**

...il to children?

...add stress to a student's life.

...who are feeling overwhelmed may try to resist completing  
...does the word resist mean in the sentence?

Questions to help students apply the focus skill to the passage.

Includes graphic organizer & three general comprehension questions.



# TAKE A CLOSER LOOK...

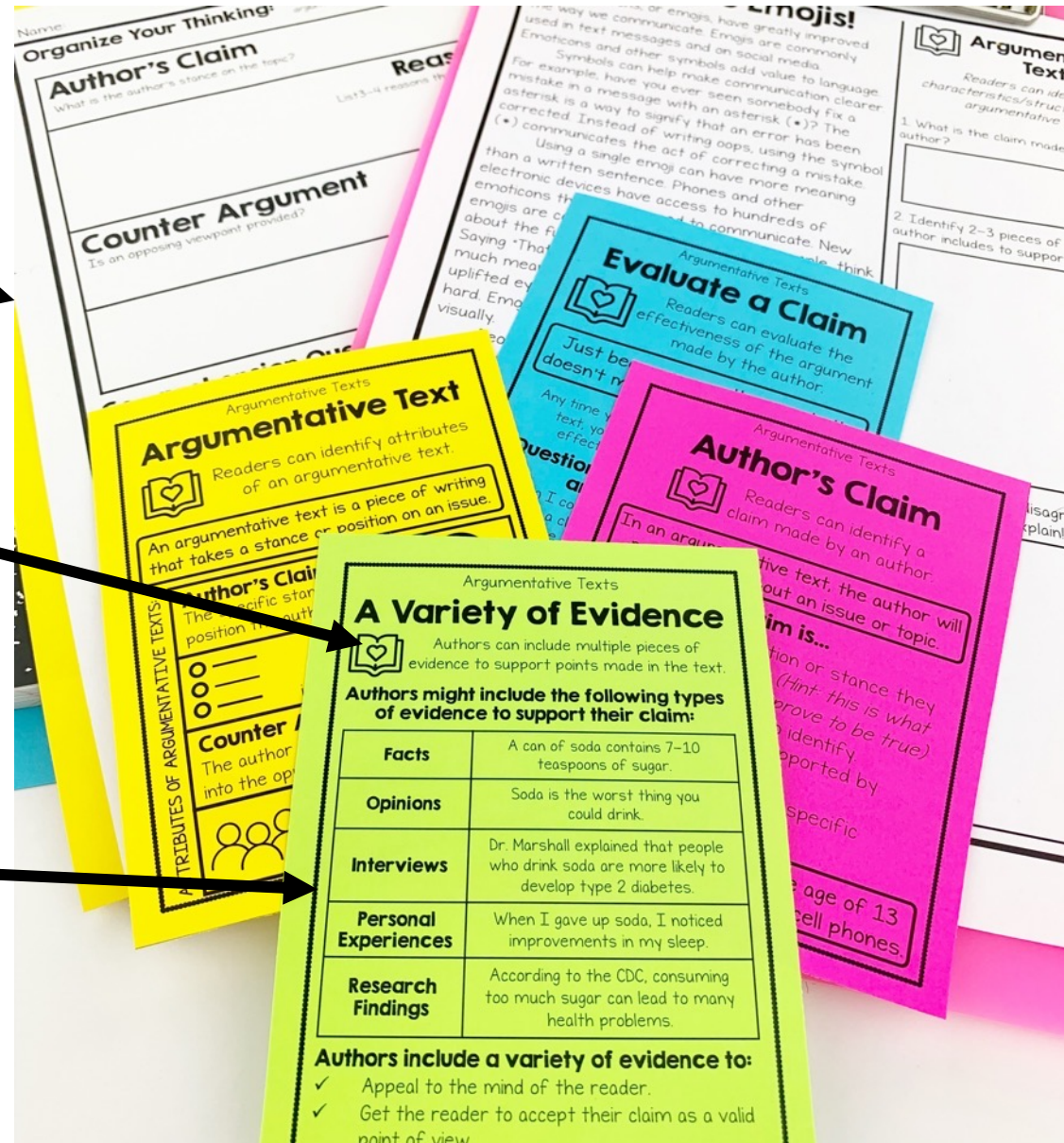
## STRATEGY CARDS (AKA MINI ANCHOR CHARTS)

Strategy card for each lesson objective.

Student friendly definition or explanation.

Includes questions, steps, a process, or a visual reminder of how to apply that focus skill.

*Great to place on a strategy ring!*



# TAKE A CLOSER LOOK...

ANSWER KEY WITH POSSIBLE ANSWERS

**Say Yes to Emojis!**  
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**Argumentative Texts**  
Readers can identify characteristics/structures of an argumentative text.

1. What is the claim made by the author?  
**The use of emoticons/emojis improve the way we communicate.**

2. Identify 2-3 pieces of evidence the author includes to support their claim.  
**Some answers may include:**  
- Emoticons improve the way we communicate  
- Symbols make communication clearer  
- Emojis can have more meaning than written language  
- Emoticons help people communicate more quickly  
- Emojis reveal a person's feelings

3. Do you agree or disagree with the author's claims? Explain!  
**Answers will vary.**  
**Students should take a stance (agree or disagree) and explain their thinking using details from the text.**

**Claim**  
stance on the topic? **Emojis have improved the way we communicate.**

**Reasons & Evidence**  
List 3-4 reasons the author included to support their claim.  
**Improve the way we communicate clearer more meaning than**

**Argument**  
provided? **Many people believe the use of emoticons and symbols for communication is lazy.**

**Intended Audience**  
Who is the specific group being addressed?  
**general public. stand without an in-depth communication.**

**Questions:**  
When somebody uses an asterisk (\*) when texting, what does it risk signals a correction has been made to a mistake.  
**credited for using a frowning face emoji in an email? first at Carnegie Mellon University.**

Includes possible answers for the questions on the front of the reading passage.

Also includes possible/suggested answer options for the graphic organizer and comprehension questions.



works in both  
**VIRTUAL &**  
*In person*  
**CLASSROOMS**

# INCLUDES TEACHER GUIDE

Are you new to using small groups in your classroom?  
No worries! We got you!

This resource also includes a 2 page teaching guide PDF that walks you through all the ins and outs of strategy groups. You also get a generic strategy group lesson plan along with sentence starters so you can create your own strategy lesson plans.

**Strategy Group FAQs**  
Strategy groups are an effective tool for...  
group instruction, it can...  
Here are some...

**TEACHING GUIDE: Strategy Groups**

**What is a strategy group?**  
A strategy group is a small group reading lesson that focuses on teaching students a reading strategy that will help them be more independent readers. Strategy groups are short-term, include students from a variety of reading levels, and provide guided support for students who all seem to struggle with a specific reading skill. You can pull a strategy group for ANYTHING that will help your students grow as readers - book selection, comprehension skill, responding to reading etc.

**Why should I prioritize strategy groups?**  
• Strategy groups can save you time. When you identify students who have similar needs you can address all of them in a strategy group.  
• It helps fill in the gaps. Not every student in your guided reading groups will have ALL the same skills, even if they are all on the same level. You can use strategy groups to fill in the gaps for students across multiple levels.  
• Practicing reading strategies in small group can be much more engaging for students than independent practice.  
• Some students need more support than others and strategy groups are another way you can help students become more independent with the strategies you teach.

**Strategy Group Reminders:**

- Small Group Instruction
- 10 minutes
- Focused on ONE strategy
- Students from various levels
- Students can use their own text

**How should I structure my strategy group?**  
Strategy groups are meant to be short and concise. This is a time to reinforce, remind, and practice a strategy that students have been previously taught either during a whole group mini-lesson or in a guided reading lesson. The goal is to give students a quick win that will help them experience some comprehension success. The following can be a really effective framework for strategy group lessons.

<b>Target</b>	<b>Teach</b>	<b>Tackle</b>	<b>Transfer</b>
Tell students why they have been gathered together and share the target skill/strategy you will be focusing on. Be explicit. Tell them WHAT the skill is, and HOW it will help them as a reader.	Teach students a very specific process or set of steps they should follow. Quickly model what this will look like in a text you are reading. Remind students of the first time you taught this skill/strategy and discuss how it helps them as readers.	Give students time to tackle the target skill on their own. Let them practice with the independent book they brought to the strategy group or a short text you provide. During this time check in with each student, and see if they are able to apply the target skill.	Prepare students to apply this skill/strategy to future independent reading texts. Restate target skill and ask students to explain how it helps them as a reader and the steps they can take to apply that skill to their reading.
1-2 minutes	1-2 minutes	5-7 minutes	2-3 minutes

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# NEED MORE THAN JUST THIS SET?

CHECK OUT SOME OF MY OTHER SMALL GROUP LESSON SETS.

107 scripted lesson sets to teach key reading skills

## STRATEGY LESSONS YEAR - LONG Bundle

**LESSON PLANS**  
**READING PASSAGES**  
**STRATEGY CARDS**

[Click HERE for the bundle.](#)

includes comprehension questions & graphic organizers

## STRATEGY LESSONS MAIN IDEA

12 LESSONS

**LESSON PLANS**  
**READING PASSAGES**  
**STRATEGY CARDS**

[Click HERE for the main idea set.](#)

scripted lesson sets to teach key fiction reading skills

## STRATEGY LESSONS STORY EVENTS

10 LESSONS

**LESSON PLANS**  
**READING PASSAGES**  
**STRATEGY CARDS**

[Click HERE for the plot set.](#)

includes comprehension questions & graphic organizers

## STRATEGY LESSONS TEXT EVIDENCE

8 LESSONS

**LESSON PLANS**  
**PASSAGES**  
**STRATEGY CARDS**

[Click HERE for the text evidence set.](#)

scripted lessons and passages to teach theme

## STRATEGY LESSONS THEME

4 LESSONS

**LESSON PLANS**  
**READING PASSAGES**  
**STRATEGY CARDS**

[Click HERE for the theme set.](#)

includes comprehension questions & graphic organizers

## STRATEGY LESSONS AUTHOR'S PURPOSE

10 LESSONS

**LESSON PLANS**  
**READING PASSAGES**  
**STRATEGY CARDS**

[Click HERE for the author's purpose set.](#)

# LET'S CONNECT



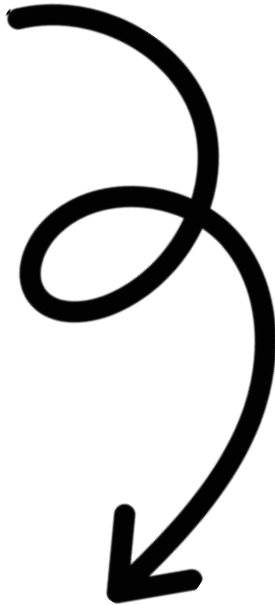
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## STELLAR TEACHER PODCAST

with Sara Marye



Each week I share actionable tips and easy strategies that you can implement immediately. Tune in on your drive to work or as you're setting up your classroom for the day.



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