

PUBLISHED TEXTS

EXACT TEKS WORDING (FROM TEA)

*“recognize characteristics and structures of argumentative text by identifying the claim”**“compose argumentative texts, including opinion essays, using genre characteristics and craft”*

WHAT DOES THIS MEAN TO ME?

An opinion text tells what the writer believes and gives reasons.**A writer can use a true story from life as evidence for an opinion.****When I support my opinion with a story, my reader is more likely to agree.**

THIS WEEK'S FOCUS

A Personal Story as Evidence

from “The Whistle” by Benjamin Franklin (1779)

Franklin wants readers to believe one idea: do not pay too much for things you do not need. Instead of just saying it, he tells a true story from his own life as proof. This week we study how a personal story can support an opinion.

This deck teaches **argumentative author craft and composition** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 3 · Informational and Argumentative Mentor Texts

TEKS 3.9(E) · 3.12(C) · Published Texts & Mentor Texts · Grade 3 · Argumentative Mentor Text 1 of 4 · slide 1 of 11

SLIDE 1 OF 11 ·

Introduce the Mentor Text

 ~5 min*“ ” = say word-for-word · ▶ = teacher direction***“This week we study a published argumentative text and one craft move: a personal story as evidence.”***▶ Show the cover. Read the exact TEKS wording aloud.***“Our mentor text is The Whistle by Benjamin Franklin, from 1779.”***▶ Preview the five thinking levels: Notice, Choose, Show, Own, Defend.*

PREP & MATERIALS: slide deck · “The Whistle” (Benjamin Franklin, 1779) · tracking sheet · pencils

THE MENTOR TEXT

The Whistle · The Pastoral Bees (test)

CHECK FOR UNDERSTANDING

Ask what makes a text argumentative.

RAISE THE THINKING

Ask how this text differs from the fables and poems of earlier weeks.

Read the published text.

Benjamin Franklin tells a story from when he was seven. Read it, then read it again. Find the lesson he wants you to believe.

The Whistle (excerpt)

When I was a child of seven years old, my friends, on a holiday, filled my pocket with coppers. I went directly to a shop where they sold toys for children; and being charmed with the sound of a whistle, that I met by the way in the hands of another boy, I voluntarily offered and gave all my money for one.

This, however, was afterwards of use to me, the impression continuing on my mind; so that often, when I was tempted to buy some unnecessary thing, I said to myself, Don't give too much for the whistle; and I saved my money.

SOURCE · PUBLIC DOMAIN

Benjamin Franklin, Letter to Madame Brillon, 1779, as printed in The Oxford Book of American Essays, 1914 (public domain, Project Gutenberg #40196)

I CAN | I can read a published argumentative text and notice the author's craft move.

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Read the Published Text

 ~6 min

" " = say word-for-word · ▶ = teacher direction

"This is our published mentor text. Listen first, then we will read it together."

▶ Read the excerpt aloud twice. Define any hard words in passing.

"Listen for the craft move: a personal story as evidence."

▶ Point to the source box. Explain that this text is real, published, and in the public domain.

"Now we will take turns reading. I read one sentence, then you read the next sentence. Keep your finger under each word."

▶ Take Turns Reading (Fluency). Model sentence 1 with expression, then pause. The student reads sentence 2 while tracking with a finger or pointer. Keep alternating to the end, and praise expression. Use the Grade 3 Fluency Feedback Guide for rate, accuracy, and prosody feedback. (ELPS 3(H), 3(A), 2(A))

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Ask students to retell the excerpt in one sentence.

COMMON MISCONCEPTION

Thinking old texts are hard to use. The craft move works in our writing today.

TODAY'S THINKING JOB

NOTICE

"I can notice the opinion and the story that supports it."

EXACT TEKS WORDING

"recognize characteristics and structures of argumentative text by identifying the claim"

"compose argumentative texts, including opinion essays, using genre characteristics and craft"

Notice the opinion and the story.

Find the sentence that tells Franklin's lesson. Then find the story that proves it.

Lesson: "Don't give too much for the whistle"
Story: at seven, he gave all my money for one whistle.

I CAN | I can notice the writer's opinion and the story that supports it.

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SLIDE 3 OF 11 ·
Monday · NOTICE

🕒 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Today's job is NOTICE. Notice the opinion and the story."

▶ Find the sentence that tells Franklin's lesson. Then find the story that proves it.

"I can notice the opinion and the story that supports it."

▶ Students write on the NOTICE row of the tracking sheet, then share with a partner.

ANSWER KEY: The lesson is **"Don't give too much for the whistle."**
The story is the day seven-year-old Franklin spent all his coppers on one whistle.

CHECK FOR UNDERSTANDING

I can notice the writer's opinion and the story that supports it.

RPLD EVIDENCE & ADVICE

Foundational level. Accept any accurate pointing to the text.

TODAY'S THINKING JOB

CHOOSE

"I can choose the detail that best supports the opinion."

EXACT TEKS WORDING

"recognize characteristics and structures of argumentative text by identifying the claim"

"compose argumentative texts, including opinion essays, using genre characteristics and craft"

Choose the best evidence.

Which detail best proves that Franklin paid too much?

- A** He "gave all my money for one" whistle.
- B** He went to the shop on a holiday.
- C** The whistle was in the hands of another boy.

I CAN | I can choose the detail that best supports the writer's opinion.

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SLIDE 4 OF 11 •

Tuesday • CHOOSE

 ~4 min

" " = say word-for-word • ▶ = teacher direction

"Today's job is CHOOSE. Choose the best evidence."

▶ Which detail best proves that Franklin paid too much?

"I can choose the detail that best supports the opinion."

▶ Students write on the CHOOSE row of the tracking sheet, then share with a partner.

ANSWER KEY: A. Giving all his money for one toy is the clearest proof that he paid too much.

CHECK FOR UNDERSTANDING

I can choose the detail that best supports the writer's opinion.

RPLD EVIDENCE & ADVICE

Developing level. Ask why the other choices are weaker.

TODAY'S THINKING JOB

SHOW

"I can show how a story turns into a lesson."

EXACT TEKS WORDING

"recognize characteristics and structures of argumentative text by identifying the claim"

"compose argumentative texts, including opinion essays, using genre characteristics and craft"

Show how the story becomes a lesson.

How does Franklin turn one childhood mistake into a rule he used for life?

The mistake: all his money for one whistle.

The rule: Don't give too much for the whistle, so I saved my money.

I CAN | I can show how the writer turns a story into a lesson for the reader.

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SLIDE 5 OF 11 •

Wednesday • SHOW

 ~4 min

" " = say word-for-word • ▶ = teacher direction

"Today's job is SHOW. Show how the story becomes a lesson."

▶ How does Franklin turn one childhood mistake into a rule he used for life?

"I can show how a story turns into a lesson."

▶ Students write on the *SHOW* row of the tracking sheet, then share with a partner.

ANSWER KEY: The story stayed in his mind. Every time he wanted something he did not need, he remembered the whistle and saved his money instead.

CHECK FOR UNDERSTANDING

I can show how the writer turns a story into a lesson for the reader.

RPLD EVIDENCE & ADVICE

Independent level. Students explain how, not just what.

TODAY'S THINKING JOB

OWN

"I can support my opinion with a story from my life."

EXACT TEKS WORDING

"recognize characteristics and structures of argumentative text by identifying the claim"

"compose argumentative texts, including opinion essays, using genre characteristics and craft"

Own it. Try the craft move.

Write an opinion. Support it with one short true story from your own life.

Opinion: It is smart to _____.
Story: One time I _____.
So now I _____.

I CAN | I can write an opinion and support it with a true story.

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Grade 3 · Informational and Argumentative Mentor Texts · Thursday

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Thursday · OWN

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Today's job is OWN. Own it. Try the craft move."

▶ Write an opinion. Support it with one short true story from your own life.

"I can support my opinion with a story from my life."

▶ Students write on the OWN row of the tracking sheet, then share with a partner.

ANSWER KEY: Answers vary. One example: **It is smart to read the directions first. One time I built a kite without reading them, and it fell apart. Now I always read the directions.**

CHECK FOR UNDERSTANDING

I can write an opinion and support it with a true story.

RPLD EVIDENCE & ADVICE

Advanced level. Students try the move in their own words.

TODAY'S THINKING JOB

DEFEND

"I can defend why a story makes an opinion stronger."

EXACT TEKS WORDING

"recognize characteristics and structures of argumentative text by identifying the claim"

"compose argumentative texts, including opinion essays, using genre characteristics and craft"

Defend the author's choice.

Franklin could have written only "Do not waste money." Why is the story more convincing?

**"Do not waste money."
vs. a boy who spent all his coppers on one whistle. Which one will you remember?**

I CAN | I can defend why a true story makes an opinion more convincing.

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Grade 3 · Informational and Argumentative Mentor Texts · Friday

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Friday · DEFEND

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Today's job is DEFEND. Defend the author's choice."

▶ Franklin could have written only "Do not waste money." Why is the story more convincing?

"I can defend why a story makes an opinion stronger."

▶ Students write on the DEFEND row of the tracking sheet, then share with a partner.

ANSWER KEY: A rule alone is easy to forget. The story lets readers picture the mistake and feel the regret, so they remember the lesson and believe it.

CHECK FOR UNDERSTANDING

I can defend why a true story makes an opinion more convincing.

RPLD EVIDENCE & ADVICE

Reflective level. Students judge the author's choice with a because statement.

Write your own opinion with a story.

Choose a lesson you believe. Prove it with a true story from your life.

**State your opinion in one sentence.
Tell a short true story that proves it.
End by saying what you do now because of it.**

I CAN | I can write my own opinion and prove it with a story from my life.

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**SLIDE 8 OF 11 ·
YOUR TURN**

 ~6 min

“ ” = say word-for-word · ▶ = teacher direction

“Write your own opinion with a story.”

▶ Choose a lesson you believe. Prove it with a true story from your life.

“Use the craft move from our mentor text.”

▶ Circulate. Confer with two or three writers and name the move you see.

ANSWER KEY: Answers vary. One example: **Practice is worth it. I missed every free throw at my first game. I practiced every day, and now I make most of them.**

CHECK FOR UNDERSTANDING

Scan drafts for the craft move.

RPLD EVIDENCE & ADVICE

Independent practice. Students write on the back of the tracking sheet.

Answers, across the five thinking levels.

NOTICE The lesson is “**Don’t give too much for the whistle.**” The story is the day seven-year-old Franklin spent all his coppers on one whistle.

CHOOSE **A.** Giving all his money for one toy is the clearest proof that he paid too much.

SHOW The story stayed in his mind. Every time he wanted something he did not need, he remembered the whistle and saved his money instead.

OWN Answers vary. One example: **It is smart to read the directions first. One time I built a kite without reading them, and it fell apart. Now I always read the directions.**

DEFEND A rule alone is easy to forget. The story lets readers picture the mistake and feel the regret, so they remember the lesson and believe it.

YOUR TURN Answers vary. One example: **Practice is worth it. I missed every free throw at my first game. I practiced every day, and now I make most of them.**

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Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction

“Let’s check our work across all five thinking levels.”

▶ *Reveal the answers one row at a time.*

“If you missed one, that is your learning for today.”

▶ *Celebrate strong explanations, not only correct answers.*

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Ask a student to explain one answer in their own words.

RPLD EVIDENCE & ADVICE

OWN turns into DEFEND when students explain their choices.

READ THIS PASSAGE EXCERPT · FROM "THE PASTORAL BEES" (JOHN BURROUGHS, 1879)

"When a bee brings pollen into the hive, he advances to the cell in which it is to be deposited and kicks it off as one might his overalls or rubber boots, making one foot help the other; then he walks off without ever looking behind him; another bee, one of the indoor hands, comes along and rams it down with his head and packs it into the cell as the dairymaid packs butter into a firkin."

What does the comparison to a dairymaid packing butter help the reader understand?

- A** Why the bee walks off without looking back
- B** That bees make butter in the hive
- C** How the indoor bee presses pollen tightly into the cell
- D** That dairymaids keep bees

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Show What You Know

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Here is a test-style question on a passage from The Pastoral Bees."

▶ Read the passage and the question aloud.

"Read all four choices before you decide."

▶ Students choose privately, then bubble the answer on the back of the tracking sheet.

ANSWER KEY: C.

CHECK FOR UNDERSTANDING

Ask students to find the words in the passage that prove their answer.

RPLD EVIDENCE & ADVICE

DEFEND in action.

The answer is C.

A Why the bee walks off without looking back
Walking off is a different action, not the one compared to packing butter.

B That bees make butter in the hive
Bees do not make butter. Butter is only the comparison.

C How the indoor bee presses pollen tightly into the cell
Correct.
The comparison shows the bee pushing and packing the pollen down hard, just as butter is packed.

D That dairymaids keep bees
The text never says dairymaids keep bees.

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SLIDE 11 OF 11 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"The answer is C."

▶ Reveal why each wrong choice does not match the passage.

"Each wrong choice does not match the words in the passage."

▶ Students write one sentence explaining why the answer is correct.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why C fits the passage.

RAISE THE THINKING

Write a new question about the passage for a partner.