

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?

A letter can share facts and an opinion with one reader.**A writer can answer a request by giving a reason.****A polite question can help a reader think about the writer’s side.**

THIS WEEK’S FOCUS

Answering a Request Politely

from “Letter to Grace Bedell” by Abraham Lincoln (1860)

Grace asked Lincoln to grow whiskers. Lincoln answers her kindly, gives his reason for saying no, and asks her a question to help her see his side. This week we study how a letter writer answers a request with reasons.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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: answering a request politely.”

▶ Show the cover. Read the exact TEKS wording aloud.

“Our mentor text is Letter to Grace Bedell by Abraham Lincoln, from 1860.”

▶ Preview the five thinking levels: Notice, Choose, Show, Own, Defend.

PREP & MATERIALS: slide deck · “Letter to Grace Bedell” (Abraham Lincoln, 1860) · tracking sheet · pencils

THE MENTOR TEXT

Letter to Grace Bedell · Rain, from The Story-Book of Science (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.

Eleven-year-old Grace Bedell wrote to Abraham Lincoln and told him to grow whiskers. This is his answer. Read it twice.

Letter to Grace Bedell (excerpt)

MY DEAR LITTLE MISS:--Your very agreeable letter of the 15th is received.

I regret the necessity of saying I have no daughter. I have three sons--one seventeen, one nine, and one seven. They with their mother constitute my whole family. As to the whiskers, as I have never worn any, do you not think that people would call it a piece of silly affectation were I to begin wearing them now?

I am your true friend and sincere well-wisher,

A. LINCOLN.

SOURCE · PUBLIC DOMAIN

Abraham Lincoln, Letter of October 19, 1860, from The Papers and Writings of Abraham Lincoln (public domain, Project Gutenberg #3253)

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

The Writing Academy®, LLC

Grade 3 · Informational and Argumentative Mentor Texts

TEKS 3.9(E) · 3.12(C) · Published Texts & Mentor Texts · Grade 3 · Argumentative Mentor Text 2 of 4 · slide 2 of 11

SLIDE 2 OF 11 ·

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: answering a request politely."

▶ 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 parts of a letter."

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 parts of the letter.

Find the greeting, the facts Lincoln shares, the opinion question, and the closing.

Greeting: MY DEAR LITTLE MISS

Closing: I am your true friend and sincere well-wisher

I CAN | I can notice the greeting, the body, and the closing of a letter.

The Writing Academy®, LLC

Grade 3 · Informational and Argumentative Mentor Texts · Monday

TEKS 3.9(E) · 3.12(C) · Published Texts & Mentor Texts · Grade 3 · Argumentative Mentor Text 2 of 4 · slide 3 of 11

SLIDE 3 OF 11 ·

Monday · NOTICE

🕒 ~4 min

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

"Today's job is NOTICE. Notice the parts of the letter."

▶ Find the greeting, the facts Lincoln shares, the opinion question, and the closing.

"I can notice the parts of a letter."

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

ANSWER KEY: Greeting: My Dear Little Miss. Facts: he has no daughter and three sons. Opinion question: the whiskers question. Closing: your true friend and sincere well-wisher.

CHECK FOR UNDERSTANDING

I can notice the greeting, the body, and the closing of a letter.

RPLD EVIDENCE & ADVICE

Foundational level. Accept any accurate pointing to the text.

TODAY'S THINKING JOB

CHOOSE

"I can choose the reason the writer gives."

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 Lincoln's reason.

Why does Lincoln think he should not grow whiskers?

- A** His sons do not like whiskers.
- B** Grace's letter was not agreeable.
- C** People might think it was silly to start now.

I CAN | I can choose the reason that supports the writer's answer.

The Writing Academy®, LLC

Grade 3 · Informational and Argumentative Mentor Texts · Tuesday

TEKS 3.9(E) · 3.12(C) · Published Texts & Mentor Texts · Grade 3 · Argumentative Mentor Text 2 of 4 · slide 4 of 11

SLIDE 4 OF 11 ·

Tuesday · CHOOSE

 ~4 min

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

"Today's job is CHOOSE. Choose Lincoln's reason."

▶ Why does Lincoln think he should not grow whiskers?

"I can choose the reason the writer gives."

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

ANSWER KEY: C. Lincoln says people would call it a piece of silly affectation if he began wearing them now.

CHECK FOR UNDERSTANDING

I can choose the reason that supports the writer's answer.

RPLD EVIDENCE & ADVICE

Developing level. Ask why the other choices are weaker.

TODAY'S THINKING JOB

SHOW

"I can show how a question helps a reader think."

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 question works.

Lincoln asks, "do you not think...?" How does a question help Grace see his side?

He does not say "No."

He asks **do you not think, so Grace thinks about it with him.**

I CAN | I can show how a polite question invites the reader to agree.

The Writing Academy®, LLC

Grade 3 • Informational and Argumentative Mentor Texts • Wednesday

TEKS 3.9(E) • 3.12(C) • Published Texts & Mentor Texts • Grade 3 • Argumentative Mentor Text 2 of 4 • slide 5 of 11

SLIDE 5 OF 11 •

Wednesday • SHOW

 ~4 min

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

"Today's job is SHOW. Show how the question works."

▶ Lincoln asks, "do you not think...?" How does a question help Grace see his side?

"I can show how a question helps a reader think."

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

ANSWER KEY: A question invites Grace to think it through and agree on her own. It sounds kind, not bossy.

CHECK FOR UNDERSTANDING

I can show how a polite question invites the reader to agree.

RPLD EVIDENCE & ADVICE

Independent level. Students explain how, not just what.

TODAY'S THINKING JOB

OWN

"I can answer a request with a reason and a question."

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.

Someone asks you to do something you do not want to do. Answer politely with a reason and a question.

Dear _____,
**Thank you for _____. I do not think _____ because _____.
Do you not think _____?**

I CAN | I can write a polite answer with a reason and a question.

The Writing Academy®, LLC

Grade 3 · Informational and Argumentative Mentor Texts · Thursday

TEKS 3.9(E) · 3.12(C) · Published Texts & Mentor Texts · Grade 3 · Argumentative Mentor Text 2 of 4 · slide 6 of 11

SLIDE 6 OF 11 ·

Thursday · OWN

 ~4 min

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

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

▶ Someone asks you to do something you do not want to do. Answer politely with a reason and a question.

"I can answer a request with a reason and a question."

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

ANSWER KEY: Answers vary. One example: **Dear Sam, thank you for asking me to skip recess to play inside. I do not think I should, because I need to run. Do you not think we would both feel better outside?**

CHECK FOR UNDERSTANDING

I can write a polite answer with a reason and a question.

RPLD EVIDENCE & ADVICE

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

TODAY'S THINKING JOB

DEFEND

"I can defend why a kind tone matters."

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.

Lincoln was very busy. Why did he take time to answer a child kindly?

"Your very agreeable letter"
"your true friend and sincere well-wisher"

I CAN | I can defend why the writer's kind words make the letter stronger.

The Writing Academy®, LLC

Grade 3 · Informational and Argumentative Mentor Texts · Friday

TEKS 3.9(E) · 3.12(C) · Published Texts & Mentor Texts · Grade 3 · Argumentative Mentor Text 2 of 4 · slide 7 of 11

SLIDE 7 OF 11 ·

Friday · DEFEND

 ~4 min

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

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

▶ Lincoln was very busy. Why did he take time to answer a child kindly?

"I can defend why a kind tone matters."

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

ANSWER KEY: Kind words show Lincoln respected Grace. A reader who feels respected listens to the reason, even when the answer is no.

CHECK FOR UNDERSTANDING

I can defend why the writer's kind words make the letter stronger.

RPLD EVIDENCE & ADVICE

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

Write your own reply letter.

Pretend a friend wrote you with an idea. Write back with your opinion, a reason, and a kind closing.

Begin with a greeting and thank your friend.
Give your opinion and one reason.
End with a kind closing and your name.

I CAN | I can write a letter that gives my opinion, a reason, and a kind closing.

The Writing Academy®, LLC

Grade 3 · Informational and Argumentative Mentor Texts

TEKS 3.9(E) · 3.12(C) · Published Texts & Mentor Texts · Grade 3 · Argumentative Mentor Text 2 of 4 · slide 8 of 11

SLIDE 8 OF 11 ·

YOUR TURN

 ~6 min

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

“Write your own reply letter.”

▶ Pretend a friend wrote you with an idea. Write back with your opinion, a reason, and a kind closing.

“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. Check for a greeting, a clear opinion, one reason, and a closing.

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 Greeting: My Dear Little Miss. Facts: he has no daughter and three sons. Opinion question: the whiskers question. Closing: your true friend and sincere well-wisher.

CHOOSE C. Lincoln says people would call it **a piece of silly affectation** if he began wearing them now.

SHOW A question invites Grace to think it through and agree on her own. It sounds kind, not bossy.

OWN Answers vary. One example: **Dear Sam, thank you for asking me to skip recess to play inside. I do not think I should, because I need to run. Do you not think we would both feel better outside?**

DEFEND Kind words show Lincoln respected Grace. A reader who feels respected listens to the reason, even when the answer is no.

YOUR TURN Answers vary. Check for a greeting, a clear opinion, one reason, and a closing.

The Writing Academy®, LLC

Grade 3 · Informational and Argumentative Mentor Texts

TEKS 3.9(E) · 3.12(C) · Published Texts & Mentor Texts · Grade 3 · Argumentative Mentor Text 2 of 4 · slide 9 of 11

SLIDE 9 OF 11 ·

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 “RAIN, FROM THE STORY-BOOK OF SCIENCE” (JEAN-HENRI FABRE, 1917)

“A continual evaporation takes place on the surface of the damp earth as well as on the surface of the different sheets of water, lakes, ponds, marshes, streams, and above all the sea. The vapors formed rise into the air and remain invisible as long as the heat is sufficient. But since heat diminishes as the height increases, there comes a time when the vapors can no longer be kept in complete solution, and they condense into a mass of visible vapor, into a fog or cloud.”

What happens to the vapor when the air high up gets colder?

- A** It turns into the sea.
- B** It condenses into a fog or cloud.
- C** It becomes invisible forever.
- D** It rises faster and faster.

The Writing Academy®, LLC

Grade 3 · Informational and Argumentative Mentor Texts

TEKS 3.9(E) · 3.12(C) · Published Texts & Mentor Texts · Grade 3 · Argumentative Mentor Text 2 of 4 · slide 10 of 11

SLIDE 10 OF 11 ·

Show What You Know

 ~4 min

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

“Here is a test-style question on a passage from Rain, from The Story-Book of Science.”

▶ 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: B.

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 B.

- A It turns into the sea.**
The sea is where some vapor starts, not where it goes when air cools.
- B It condenses into a fog or cloud.**
Correct.
The text says the vapors condense into a mass of visible vapor, into a fog or cloud.
- C It becomes invisible forever.**
The vapor is invisible only while it is warm enough. Cold makes it visible.
- D It rises faster and faster.**
The text says heat diminishes as height increases. It does not say the vapor speeds up.

The Writing Academy®, LLC

Grade 3 · Informational and Argumentative Mentor Texts

TEKS 3.9(E) · 3.12(C) · Published Texts & Mentor Texts · Grade 3 · Argumentative Mentor Text 2 of 4 · slide 11 of 11

SLIDE 11 OF 11 ·

The Answer, and Why

 ~4 min

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

"The answer is B."

▶ 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 B fits the passage.

RAISE THE THINKING

Write a new question about the passage for a partner.