

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 argumentative text states a claim the writer wants the audience to accept.

A speaker can move from the past to the present to build up to a claim.

When I organize my reasons in time order, my audience can follow my thinking.

THIS WEEK'S FOCUS

Past, Present, and a Claim

from “The Gettysburg Address” by Abraham Lincoln (1863)

Lincoln begins in the past (four score and seven years ago), moves to the present (now we are engaged), and ends with his claim: it is fitting and proper to honor those who served. This week we study how a speech uses time order to build an argument.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 · Informational and Argumentative Mentor Texts

TEKS 4.9(E) · 4.12(C) · Published Texts & Mentor Texts · Grade 4 · 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: past, present, and a claim.”

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

“Our mentor text is The Gettysburg Address by Abraham Lincoln, from 1863.”

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

PREP & MATERIALS: slide deck · “The Gettysburg Address” (Abraham Lincoln, 1863) · tracking sheet · pencils

THE MENTOR TEXT

The Gettysburg Address · The Whistle (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.

President Lincoln gave this short speech in 1863 to honor soldiers of the Civil War. Read it, then read it again aloud.

The Gettysburg Address (excerpt)

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

SOURCE · PUBLIC DOMAIN

Abraham Lincoln, Gettysburg Address, delivered November 19, 1863; Bliss Copy, 1864, as published by Abraham Lincoln Online (public domain)

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

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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: past, present, and a claim."

▶ 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 4 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 how a speech moves through time."

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 time words.

Find the words that show the past and the words that show the present.

Past: Four score and seven years ago
Present: Now we are engaged ... We are met ...

I CAN | I can notice the words that move the speech from the past to the present.

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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 time words."

▶ Find the words that show the past and the words that show the present.

"I can notice how a speech moves through time."

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

ANSWER KEY: Past: **Four score and seven years ago** (87 years earlier, 1776). Present: **Now we are engaged** and **We are met**.

CHECK FOR UNDERSTANDING

I can notice the words that move the speech from the past to the present.

RPLD EVIDENCE & ADVICE

Foundational level. Accept any accurate pointing to the text.

TODAY'S THINKING JOB

CHOOSE

"I can choose the speaker's claim."

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 claim.

Which sentence states what Lincoln believes the audience should accept?

A It is altogether fitting and proper that we should do this.

B We are met on a great battle-field of that war.

C Our fathers brought forth on this continent, a new nation.

I CAN | I can choose the sentence that states the claim.

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Tuesday • CHOOSE

 ~4 min

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

"Today's job is CHOOSE. Choose the claim."

▶ Which sentence states what Lincoln believes the audience should accept?

"I can choose the speaker's claim."

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

ANSWER KEY: A. Lincoln claims it is **fitting and proper** to dedicate the field. The other sentences give facts that lead to it.

CHECK FOR UNDERSTANDING

I can choose the sentence that states the claim.

RPLD EVIDENCE & ADVICE

Developing level. Ask why the other choices are weaker.

TODAY'S THINKING JOB

SHOW

"I can show how a reason supports a claim."

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 past supports the claim.

How does the founding idea, all men are created equal, support honoring the soldiers?

The nation was **dedicated to an idea**.
The soldiers gave their lives **that that nation might live**.

I CAN | I can show how the speaker connects a reason from the past to the claim.

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Wednesday · SHOW

🕒 ~4 min

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

"Today's job is **SHOW**. Show how the past supports the claim."

▶ How does the founding idea, all men are created equal, support honoring the soldiers?

"I can show how a reason supports a claim."

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

ANSWER KEY: The nation was built on an important idea. The soldiers served so that the nation and its idea could survive, so honoring them is fitting.

CHECK FOR UNDERSTANDING

I can show how the speaker connects a reason from the past to the claim.

RPLD EVIDENCE & ADVICE

Independent level. Students explain how, not just what.

TODAY'S THINKING JOB

OWN

"I can build a claim with past and present."

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 a short speech for your school. Start in the past, move to now, and end with a claim.

Long ago, our school _____.
Now, we _____.
So it is right that we _____.

I CAN | I can write a short speech that moves from past to present to a claim.

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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 a short speech for your school. Start in the past, move to now, and end with a claim.

"I can build a claim with past and present."

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

ANSWER KEY: Answers vary. One example: **Long ago, our school planted one small oak. Now, that oak shades the whole playground. So it is right that we plant a new tree this spring.**

CHECK FOR UNDERSTANDING

I can write a short speech that moves from past to present to a claim.

RPLD EVIDENCE & ADVICE

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

TODAY'S THINKING JOB

DEFEND

"I can defend why a speaker starts in the past."

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.

Why does Lincoln start in 1776 instead of the battle?

Start: the nation's beginning
End: fitting and proper to honor those who served.

I CAN | I can defend why starting in the past makes the claim stronger.

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SLIDE 7 OF 11 •

Friday • DEFEND

 ~4 min

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

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

▶ Why does Lincoln start in 1776 instead of the battle?

"I can defend why a speaker starts in the past."

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

ANSWER KEY: Starting with the founding reminds the audience what the nation stands for. That gives a big reason for the claim, so it feels important, not just sad.

CHECK FOR UNDERSTANDING

I can defend why starting in the past makes the claim stronger.

RPLD EVIDENCE & ADVICE

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

Write your own short speech.

Choose something your class should do. Build your claim from the past to the present.

Begin with the past.
Move to the present with “now.”
End with your claim.

I CAN | I can write my own speech that uses time order to support a claim.

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YOUR TURN

 ~6 min

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

“Write your own short speech.”

▶ Choose something your class should do. Build your claim from the past to the present.

“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 past opening, a present middle, and a clear claim at the end.

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 Past: **Four score and seven years ago** (87 years earlier, 1776). Present: **Now we are engaged** and **We are met**.

CHOOSE A. Lincoln claims it is **fitting and proper** to dedicate the field. The other sentences give facts that lead to it.

SHOW The nation was built on an important idea. The soldiers served so that the nation and its idea could survive, so honoring them is fitting.

OWN Answers vary. One example: **Long ago, our school planted one small oak. Now, that oak shades the whole playground. So it is right that we plant a new tree this spring.**

DEFEND Starting with the founding reminds the audience what the nation stands for. That gives a big reason for the claim, so it feels important, not just sad.

YOUR TURN Answers vary. Check for a past opening, a present middle, and a clear claim at the end.

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 “THE WHISTLE” (BENJAMIN FRANKLIN, 1779)

“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.”

Why did young Franklin give all his money for the whistle?

A He was charmed with the sound of it.

B It was the only toy in the shop.

C He needed it for school.

D His brothers told him to buy it.

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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 Whistle.”

▶ 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: A.

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 A.

He was charmed with the sound of it.

A Correct.

The text says he was charmed with the sound of a whistle.

It was the only toy in the shop.

B

The shop sold toys for children, so there were other toys.

He needed it for school.

C

School is never mentioned.

His brothers told him to buy it.

D

His family laughed at him later. They did not tell him to buy it.

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SLIDE 11 OF 11 ·

The Answer, and Why

 ~4 min

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

"The answer is A."

▶ 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 A fits the passage.

RAISE THE THINKING

Write a new question about the passage for a partner.