

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 essay states a claim and supports it.**A comparison can make a big idea easier to understand.****An example from real life shows the claim is true.**

THIS WEEK'S FOCUS

A Comparison Makes a Claim Clear

from “Sharp Eyes” by John Burroughs (1886)

Burroughs claims that learning about nature gives you new and keener eyes. He compares nature's facts to written words that we put into sentences, then gives a real example: an oriole. This week we study how a comparison makes a claim easy to understand.

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 2 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 comparison makes a claim clear.”****▶ Show the cover. Read the exact TEKS wording aloud.****“Our mentor text is Sharp Eyes by John Burroughs, from 1886.”****▶ Preview the five thinking levels: Notice, Choose, Show, Own, Defend.****PREP & MATERIALS:** slide deck · “Sharp Eyes” (John Burroughs, 1886)
· tracking sheet · pencils

THE MENTOR TEXT

Sharp Eyes · The Wild Parks and Forest Reservations of the West (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.

John Burroughs was a nature writer. In this essay he argues that we should learn to look closely at nature. Read it twice.

Sharp Eyes (excerpt)

Whenever you have learned to discriminate the birds, or the plants, or the geological features of a country, it is as if new and keener eyes were added.

Of course one must not only see sharply, but read aright what he sees. The facts in the life of Nature that are transpiring about us are like written words that the observer is to arrange into sentences.

A female oriole was one day observed very much preoccupied under a shed where the refuse from the horse stable was thrown. She hopped about among the barn fowls, scolding them sharply when they came too near her.

SOURCE · PUBLIC DOMAIN

John Burroughs, *Birds and Bees, Sharp Eyes, and Other Papers*, Houghton, Mifflin, 1887 edition (public domain, Project Gutenberg #3163)

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

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TEKS 4.9(E) · 4.12(C) · Published Texts & Mentor Texts · Grade 4 · 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: a comparison makes a claim clear."

▶ 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 a comparison."

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 comparison.

Find what Burroughs compares nature's facts to.

The facts in the life of Nature ...
are like **written words** that the observer is to **arrange into sentences**.

I CAN | I can notice the comparison the writer uses.

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TEKS 4.9(E) • 4.12(C) • Published Texts & Mentor Texts • Grade 4 • 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 comparison."

▶ Find what Burroughs compares nature's facts to.

"I can notice a comparison."

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

ANSWER KEY: He compares nature's facts to **written words** that an observer arranges into sentences.

CHECK FOR UNDERSTANDING

I can notice the comparison the writer uses.

RPLD EVIDENCE & ADVICE

Foundational level. Accept any accurate pointing to the text.

TODAY'S THINKING JOB

CHOOSE

"I can choose the writer'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 is Burroughs's claim?

A Learning about nature is as if new and keener eyes were added.

B A female oriole was under a shed.

C She hopped about among the barn fowls.

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

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TEKS 4.9(E) • 4.12(C) • Published Texts & Mentor Texts • Grade 4 • 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 the claim."

▶ Which sentence is Burroughs's claim?

"I can choose the writer's claim."

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

ANSWER KEY: A. The claim is that learning about nature gives you **new and keener eyes**. The oriole sentences are the example.

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 an example 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 example supports the claim.

How does the oriole show that sharp eyes notice more?

Most people would not notice one bird.
A sharp observer sees her **very much preoccupied, searching for something.**

I CAN | I can show how a real example proves the claim.

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TEKS 4.9(E) • 4.12(C) • Published Texts & Mentor Texts • Grade 4 • 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 example supports the claim."

▶ How does the oriole show that sharp eyes notice more?

"I can show how an example supports a claim."

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

ANSWER KEY: A careless person would miss the oriole. A sharp observer notices she is busy searching and wonders why, which proves that sharp eyes see more.

CHECK FOR UNDERSTANDING

I can show how a real example proves the claim.

RPLD EVIDENCE & ADVICE

Independent level. Students explain how, not just what.

TODAY'S THINKING JOB

OWN

"I can explain a claim with a comparison."

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.

Make a claim about a skill. Explain it with a comparison: it is like _____.

Claim: Learning to _____ is important.

Comparison: It is like _____.

Example: One time _____.

I CAN | I can write a claim, a comparison, and an example.

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TEKS 4.9(E) · 4.12(C) · Published Texts & Mentor Texts · Grade 4 · 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."

▶ Make a claim about a skill. Explain it with a comparison: it is like _____.

"I can explain a claim with a comparison."

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

ANSWER KEY: Answers vary. One example: **Learning to listen is important. It is like turning up the volume on the world. Once I listened closely, I heard three different birds outside our classroom.**

CHECK FOR UNDERSTANDING

I can write a claim, a comparison, and an example.

RPLD EVIDENCE & ADVICE

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

TODAY'S THINKING JOB

DEFEND

"I can defend why a comparison helps."

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 Burroughs compare nature to words and sentences?

**Readers already know how to read words.
So they understand reading nature right away.**

I CAN | I can defend why a familiar comparison makes a claim clearer.

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TEKS 4.9(E) · 4.12(C) · Published Texts & Mentor Texts · Grade 4 · 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."

▶ Why does Burroughs compare nature to words and sentences?

"I can defend why a comparison helps."

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

ANSWER KEY: Readers already know how words make sentences. Comparing nature to reading turns a hard idea into a familiar one, so the claim is easier to accept.

CHECK FOR UNDERSTANDING

I can defend why a familiar comparison makes a claim clearer.

RPLD EVIDENCE & ADVICE

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

Write your own opinion essay opening.

Argue that something is worth paying close attention to. Use a comparison and one real example.

State your claim.
Add a comparison that explains it.
Prove it with one real example.

I CAN | I can write an argument that uses a comparison and an example.

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TEKS 4.9(E) · 4.12(C) · Published Texts & Mentor Texts · Grade 4 · 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 opinion essay opening.”

▶ Argue that something is worth paying close attention to. Use a comparison and one real example.

“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 claim, a comparison, and a real example.

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 He compares nature's facts to **written words** that an observer arranges into sentences.

CHOOSE A. The claim is that learning about nature gives you **new and keener eyes**. The oriole sentences are the example.

SHOW A careless person would miss the oriole. A sharp observer notices she is busy searching and wonders why, which proves that sharp eyes see more.

OWN Answers vary. One example: **Learning to listen is important. It is like turning up the volume on the world. Once I listened closely, I heard three different birds outside our classroom.**

DEFEND Readers already know how words make sentences. Comparing nature to reading turns a hard idea into a familiar one, so the claim is easier to accept.

YOUR TURN Answers vary. Check for a claim, a comparison, and a real example.

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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 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 “THE WILD PARKS AND FOREST RESERVATIONS OF THE WEST” (JOHN MUIR, 1901)

“The tendency nowadays to wander in wildernesses is delightful to see. Thousands of tired, nerve-shaken, over-civilized people are beginning to find out that going to the mountains is going home; that wildness is a necessity; and that mountain parks and reservations are useful not only as fountains of timber and irrigating rivers, but as fountains of life.”

What does the author mean by calling parks fountains of life?

- A** Rivers in parks are dangerous.
- B** Parks are full of water fountains.
- C** Wild places refresh and renew people.
- D** Parks are only useful for timber.

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TEKS 4.9(E) · 4.12(C) · Published Texts & Mentor Texts · Grade 4 · 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 The Wild Parks and Forest Reservations of the West.”

▶ 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 Rivers in parks are dangerous.**
He never says rivers are dangerous.
- B Parks are full of water fountains.**
The phrase is a metaphor, not real fountains.
- C Correct.**
A fountain keeps flowing. Muir means wild places give people new life and energy.
- D Parks are only useful for timber.**
He says parks are useful not only for timber, but as fountains of life.

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TEKS 4.9(E) · 4.12(C) · Published Texts & Mentor Texts · Grade 4 · 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 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.