

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?

Writers sometimes argue against an idea other people believe.

A strong argument tells the other idea first, then answers it.

Facts and observations are the best evidence.

THIS WEEK’S FOCUS

Disagreeing with Evidence

from “The Cicada and the Ant” by Jean-Henri Fabre (1921)

Fabre retells a famous fable, then says it could not possibly be true, and proves it with facts farmers see every year. This week we study how a writer disagrees with an idea and uses evidence to prove the point.

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 4 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: disagreeing with evidence.”

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

“Our mentor text is The Cicada and the Ant by Jean-Henri Fabre, from 1921.”

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

PREP & MATERIALS: slide deck · “The Cicada and the Ant” (Jean-Henri Fabre, 1921) · tracking sheet · pencils

THE MENTOR TEXT

The Cicada and the Ant · The Declaration of Independence (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.

Fabre was a scientist who studied insects. Here he argues that a famous fable got the facts wrong. Read it twice.

The Cicada and the Ant (excerpt)

The Cicada, says the story, did nothing but sing all through the summer, while the Ants were busy storing their provisions. When winter came he was hungry, and hurried to his neighbour to borrow some food.

Now the insect in this fable could not possibly be a Cicada. La Fontaine, it is plain, was thinking of the Grasshopper and as a matter of fact the English translations usually substitute a Grasshopper for the Cicada.

Every tiller of the soil is familiar with the grub of this insect, which he turns over with his spade whenever he banks up the olive-trees at the approach of cold weather.

SOURCE · PUBLIC DOMAIN

Jean-Henri Fabre, *Fabre's Book of Insects*, retold by Mrs. Rodolph Stawell, Dodd, Mead and Company, 1921 (public domain, Project Gutenberg #67000)

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: disagreeing with 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 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 an idea and the writer's answer."

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 idea and the answer.

Find the idea Fabre disagrees with and the sentence where he answers it.

Idea: the Cicada sang all summer, then was hungry in winter.

Answer: could not possibly be a Cicada.

I CAN | I can notice the idea the writer disagrees with and the answer.

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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 idea and the answer."

▶ Find the idea Fabre disagrees with and the sentence where he answers it.

"I can notice an idea and the writer's answer."

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

ANSWER KEY: The idea: the Cicada sang all summer and was hungry in winter. The answer: **the insect in this fable could not possibly be a Cicada.**

CHECK FOR UNDERSTANDING

I can notice the idea the writer disagrees with and the answer.

RPLD EVIDENCE & ADVICE

Foundational level. Accept any accurate pointing to the text.

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest evidence."

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 fact best proves the fable is wrong about the Cicada?

- A** Farmers dig up the Cicada's grub in cold weather.
- B** La Fontaine wrote a book of fables.
- C** The Ants were storing provisions.

I CAN | I can choose the evidence that best proves the writer's point.

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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 fact best proves the fable is wrong about the Cicada?

"I can choose the strongest evidence."

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

ANSWER KEY: A. Farmers turn over the grub in cold weather, so the Cicada lives underground as a grub, not as a singing adult, in winter.

CHECK FOR UNDERSTANDING

I can choose the evidence that best proves the writer's point.

RPLD EVIDENCE & ADVICE

Developing level. Ask why the other choices are weaker.

TODAY'S THINKING JOB

SHOW

"I can show how evidence proves 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 evidence works.

Why does a farmer's spade prove Fabre's point?

In winter, the Cicada is a **grub** in the ground.
So a grown Cicada could not go **borrow some food**.

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

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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 evidence works."

▶ Why does a farmer's spade prove Fabre's point?

"I can show how evidence proves a claim."

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

ANSWER KEY: Farmers see the Cicada's grub underground in cold weather. A grown Cicada is not around in winter, so it could not ask the Ant for food.

CHECK FOR UNDERSTANDING

I can show how a real observation proves the claim.

RPLD EVIDENCE & ADVICE

Independent level. Students explain how, not just what.

TODAY'S THINKING JOB

OWN

"I can answer an idea I disagree with."

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.

Pick a saying or idea you think is wrong. Tell it, answer it, and prove it with a fact.

Some people say _____.
But that is not true, because _____.
For example, _____.

I CAN | I can write an answer to an idea and support it with evidence.

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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."

▶ Pick a saying or idea you think is wrong. Tell it, answer it, and prove it with a fact.

"I can answer an idea I disagree with."

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

ANSWER KEY: Answers vary. One example: **Some people say goldfish forget everything in three seconds. But that is not true, because scientists have trained goldfish to remember tricks for months.**

CHECK FOR UNDERSTANDING

I can write an answer to an idea and support it with evidence.

RPLD EVIDENCE & ADVICE

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

TODAY'S THINKING JOB

DEFEND

"I can defend why a writer tells the other side first."

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 Fabre retell the fable before he disagrees with it?

First: says the story ...
Then: could not possibly be ...

I CAN | I can defend why telling the other side first makes an argument stronger.

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Friday · DEFEND

 ~4 min

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

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

▶ Why does Fabre retell the fable before he disagrees with it?

"I can defend why a writer tells the other side first."

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

ANSWER KEY: Retelling the fable shows Fabre understands the other side. Then his evidence clearly answers it, so the reader trusts him more.

CHECK FOR UNDERSTANDING

I can defend why telling the other side first makes an argument stronger.

RPLD EVIDENCE & ADVICE

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

Write your own argument.

Choose a common belief you disagree with. Tell it fairly, answer it, and give evidence.

Tell the idea other people believe.
Answer it with your claim.
Prove it with a fact or an observation.

I CAN | I can write an argument that answers another idea with evidence.

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YOUR TURN

 ~6 min

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

“Write your own argument.”

▶ Choose a common belief you disagree with. Tell it fairly, answer it, and give evidence.

“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 the other idea, a clear claim, and at least one fact.

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 idea: the Cicada sang all summer and was hungry in winter. The answer: **the insect in this fable could not possibly be a Cicada.**

CHOOSE A. Farmers turn over the grub in cold weather, so the Cicada lives underground as a grub, not as a singing adult, in winter.

SHOW Farmers see the Cicada's grub underground in cold weather. A grown Cicada is not around in winter, so it could not ask the Ant for food.

OWN Answers vary. One example: **Some people say goldfish forget everything in three seconds. But that is not true, because scientists have trained goldfish to remember tricks for months.**

DEFEND Retelling the fable shows Fabre understands the other side. Then his evidence clearly answers it, so the reader trusts him more.

YOUR TURN Answers vary. Check for the other idea, a clear claim, and at least one fact.

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 DECLARATION OF INDEPENDENCE” (THOMAS JEFFERSON AND THE SECOND CONTINENTAL CONGRESS, 1776)

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.”

Which rights does this sentence name as unalienable?

A Money, land, and power

B Life, Liberty, and the pursuit of Happiness

C Speech, religion, and the press

D Voting, trial, and travel

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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 Declaration of Independence.”

▶ 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 Money, land, and power
These are not named in the sentence.

B Life, Liberty, and the pursuit of Happiness
Correct.
The sentence names Life, Liberty, and the pursuit of Happiness.

C Speech, religion, and the press
These rights are in the later Bill of Rights, not this sentence.

D Voting, trial, and travel
These are not named in this sentence.

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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.