

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 argument often begins by telling the reader why the writer is writing.**A principle is a big belief that every reason in the argument depends on.****When I state my principle first, every reason I give has something to stand on.**

THIS WEEK'S FOCUS

Stating a Purpose and a Principle**from “The Declaration of Independence” by Thomas Jefferson and the Second Continental Congress (1776)**

The writers begin by saying why they are writing: to declare the causes of the separation. Then they state the principle their whole argument rests on: all men are created equal, with rights to Life, Liberty, and the pursuit of Happiness. This week we study how an argument names its purpose and its principle before giving 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: stating a purpose and a principle.”****▶ Show the cover. Read the exact TEKS wording aloud.****“Our mentor text is The Declaration of Independence by Thomas Jefferson and the Second Continental Congress, from 1776.”****▶ Preview the five thinking levels: Notice, Choose, Show, Own, Defend.**

PREP & MATERIALS: slide deck · “The Declaration of Independence” (Thomas Jefferson and the Second Continental Congress, 1776) · tracking sheet · pencils

THE MENTOR TEXT

The Declaration of Independence · The Gettysburg Address (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.

The Declaration of Independence explains why the colonies chose to separate from Great Britain. Read the opening twice, slowly.

The Declaration of Independence (excerpt)

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume, among the Powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

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.

SOURCE · PUBLIC DOMAIN

Thomas Jefferson and the Second Continental Congress, The Declaration of Independence, July 4, 1776 (public domain, Project Gutenberg #1)

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

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Grade 5 · Informational and Argumentative Mentor Texts

TEKS 5.9(E) · 5.12(C) · Published Texts & Mentor Texts · Grade 5 · Argumentative Mentor Text 1 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: stating a purpose and a principle."

▶ 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 5 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 argument's purpose and principle."

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 purpose and the principle.

Find the words that tell the purpose. Then find the principle.

Purpose: they should declare the causes

Principle: all men are created equal

I CAN | I can notice the purpose and the principle in an argument.

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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 purpose and the principle."

▶ Find the words that tell the purpose. Then find the principle.

"I can notice an argument's purpose and principle."

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

ANSWER KEY: Purpose: **declare the causes which impel them to the separation**. Principle: **all men are created equal**, with unalienable rights.

CHECK FOR UNDERSTANDING

I can notice the purpose and the principle in an argument.

RPLD EVIDENCE & ADVICE

Foundational level. Accept any accurate pointing to the text.

TODAY'S THINKING JOB

CHOOSE

"I can choose the intended audience."

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 audience.

The writers show "a decent respect to the opinions of mankind." Who is their audience?

- A** Only King George
- B** People all over the world
- C** Only the soldiers in the colonies

I CAN | I can choose the audience the writer is speaking to.

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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 audience."

▶ The writers show "a decent respect to the opinions of mankind." Who is their audience?

"I can choose the intended audience."

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

ANSWER KEY: B. Mankind means people everywhere. They wanted the whole world to understand their reasons.

CHECK FOR UNDERSTANDING

I can choose the audience the writer is speaking to.

RPLD EVIDENCE & ADVICE

Developing level. Ask why the other choices are weaker.

TODAY'S THINKING JOB

SHOW

"I can show how a principle 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 principle supports the claim.

How does the idea of unalienable rights support separating from Great Britain?

Principle: people have rights that cannot be taken away.
So when rights are taken away, people may **declare the causes and separate.**

I CAN | I can show how the principle gives the claim its reason.

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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 principle supports the claim."

▶ How does the idea of unalienable rights support separating from Great Britain?

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

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

ANSWER KEY: If every person has rights that cannot be taken away, then a government that takes those rights loses its claim to rule. That supports separating.

CHECK FOR UNDERSTANDING

I can show how the principle gives the claim its reason.

RPLD EVIDENCE & ADVICE

Independent level. Students explain how, not just what.

TODAY'S THINKING JOB

OWN

"I can state a purpose and a principle."

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 the opening of an argument for a class change. State your purpose, then your principle.

Purpose: We are writing to explain why _____.

Principle: We believe that every student _____.

I CAN | I can write an argument opening with a purpose and a principle.

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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 the opening of an argument for a class change. State your purpose, then your principle.

"I can state a purpose and a principle."

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

ANSWER KEY: Answers vary. One example: **We are writing to explain why our class needs a quiet reading corner. We believe every student deserves a calm place to think.**

CHECK FOR UNDERSTANDING

I can write an argument opening with a purpose and a principle.

RPLD EVIDENCE & ADVICE

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

TODAY'S THINKING JOB

DEFEND

"I can defend why the principle comes 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 state the principle before listing any complaints?

Principle first: We hold these truths
Then every reason is measured against it.

I CAN | I can defend why stating the principle first makes an argument 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 state the principle before listing any complaints?

"I can defend why the principle comes first."

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

ANSWER KEY: The principle is the measuring stick. Once readers accept it, each reason that follows clearly breaks it, so the argument is hard to reject.

CHECK FOR UNDERSTANDING

I can defend why stating the principle first makes an argument stronger.

RPLD EVIDENCE & ADVICE

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

Write your own argument opening.

Choose a change you want. Write an opening with a purpose, an audience, and a principle.

Tell your purpose.
Show respect for your audience.
State the principle your reasons depend on.

I CAN | I can write an argument opening that states my purpose and principle.

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YOUR TURN

 ~6 min

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

“Write your own argument opening.”

▶ Choose a change you want. Write an opening with a purpose, an audience, and a principle.

“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 stated purpose, a named audience, and a principle.

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 Purpose: **declare the causes which impel them to the separation.** Principle: **all men are created equal**, with unalienable rights.

CHOOSE **B. Mankind** means people everywhere. They wanted the whole world to understand their reasons.

SHOW If every person has rights that cannot be taken away, then a government that takes those rights loses its claim to rule. That supports separating.

OWN Answers vary. One example: **We are writing to explain why our class needs a quiet reading corner. We believe every student deserves a calm place to think.**

DEFEND The principle is the measuring stick. Once readers accept it, each reason that follows clearly breaks it, so the argument is hard to reject.

YOUR TURN Answers vary. Check for a stated purpose, a named audience, and a principle.

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 GETTYSBURG ADDRESS” (ABRAHAM LINCOLN, 1863)

“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.”

What does the speaker mean by four score and seven years ago?

- A** At the start of the war
- B** Eighty-seven years before the speech
- C** Four years ago
- D** Seven years ago

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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 Gettysburg Address.”

▶ 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 At the start of the war
The phrase points back to the nation's founding, not the war.

B Eighty-seven years before the speech
Correct.
A score is twenty. Four score and seven is 87 years, back to 1776.

C Four years ago
Four score is eighty, not four.

D Seven years ago
Seven is only part of the number.

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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.