

Published Texts & Mentor Texts Tracking Sheet

Mentor Text 1 of 4

Write your own answer for each thinking level in its box.

GRADE 5 • ARGUMENTATIVE MENTOR TEXT 1 OF 4 • TEKS 5.9(E) • 5.12(C)

from “The Declaration of Independence” (Thomas Jefferson and the Second Continental Congress, 1776)

Name: _____

Date: _____



NOTICE

Monday

Notice the purpose and the principle.

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



CHOOSE

Tuesday

Choose the audience.

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



SHOW

Wednesday

Show how the principle supports the claim.

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



OWN

Thursday

Own it. Try the craft move.

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



DEFEND

Friday

Defend the author’s choice.

Why state the principle before listing any complaints?

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Tracking Sheet (Back)

Mentor Text 1 of 4

Show what you know and hunt for craft moves.

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from “The Declaration of Independence” (Thomas Jefferson and the Second Continental Congress, 1776)

Your turn.

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

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Craft Hunter

Go back to “The Gettysburg Address” from the test slide. Write the craft move and what the reader learns or feels.

TEXT AND CRAFT MOVE

WHAT THE AUTHOR DOES

WHAT THE READER LEARNS OR FEELS

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice stating a purpose, then the principle the argument rests on.			
I can choose the best example of stating a purpose, then the principle the argument rests on.			
I can show how stating a purpose, then the principle the argument rests on works.			
I can use stating a purpose, then the principle the argument rests on in my own writing.			