

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 choose words that make readers feel something.

Vivid language and metaphors can make a claim more persuasive.

Strong word choice still needs a clear claim behind it.

THIS WEEK’S FOCUS

Vivid Language That Persuades

from “The Wild Parks and Forest Reservations of the West” by John Muir (1901)

Muir does not just say parks are good. He calls going to the mountains going home and calls parks fountains of life. Vivid words make readers feel his claim. This week we study how word choice persuades.

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: vivid language that persuades.”

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

“Our mentor text is The Wild Parks and Forest Reservations of the West by John Muir, from 1901.”

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

PREP & MATERIALS: slide deck · “The Wild Parks and Forest Reservations of the West” (John Muir, 1901) · tracking sheet · pencils

THE MENTOR TEXT

The Wild Parks and Forest Reservations of the West · Letter to Grace Bedell (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 Muir helped protect places like Yosemite. In this essay he argues that people need wild places. Read it twice.

The Wild Parks and Forest Reservations of the West (excerpt)

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.

This is fine and natural and full of promise. So also is the growing interest in the care and preservation of forests and wild places in general, and in the half wild parks and gardens of towns.

SOURCE · PUBLIC DOMAIN

John Muir, *Our National Parks*, Houghton, Mifflin and Company, 1901, Chapter I (public domain, Project Gutenberg #60929)

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 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: vivid language that persuades."

▶ 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 persuasive word choice."

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 vivid language.

Find two metaphors Muir uses for wild places.

going to the mountains is going home
parks are fountains of life

I CAN | I can notice the vivid words the writer uses to persuade.

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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 vivid language."

▶ Find two metaphors Muir uses for wild places.

"I can notice persuasive word choice."

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

ANSWER KEY: going to the mountains is going home and fountains of life.

CHECK FOR UNDERSTANDING

I can notice the vivid words the writer uses to persuade.

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 phrase states Muir's claim most directly?

A wildness is a necessity

B Thousands of tired ... people

C the half wild parks and gardens of towns

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

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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 claim."

▶ Which phrase states Muir's claim most directly?

"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. wildness is a necessity is the claim. The rest describes people and places that support it.

CHECK FOR UNDERSTANDING

I can choose the phrase 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 contrast builds 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 the contrast.

Muir contrasts two kinds of usefulness. What are they?

useful **not only as** fountains of timber and irrigating rivers,
but as fountains of life.

I CAN | I can show how a not only ... but contrast makes the claim bigger.

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SLIDE 5 OF 11 •

Wednesday • SHOW

 ~4 min

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

"Today's job is SHOW. Show the contrast."

▶ Muir contrasts two kinds of usefulness. What are they?

"I can show how a contrast builds a claim."

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

ANSWER KEY: Parks give wood and water, but they also give life and health to people. The **not only ... but** pattern makes the second reason feel bigger.

CHECK FOR UNDERSTANDING

I can show how a not only ... but contrast makes the claim bigger.

RPLD EVIDENCE & ADVICE

Independent level. Students explain how, not just what.

TODAY'S THINKING JOB

OWN

"I can persuade with vivid word choice."

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 claim about a place you love. Use a metaphor and a not only ... but sentence.

Claim: _____ is a necessity.
It is useful **not only** for _____, **but** as _____.

I CAN | I can write a claim with a metaphor and a not only ... but sentence.

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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."

▶ Write a claim about a place you love. Use a metaphor and a not only ... but sentence.

"I can persuade with vivid word choice."

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

ANSWER KEY: Answers vary. One example: **Our school library is a necessity. It is useful not only for checking out books, but as a doorway to every place in the world.**

CHECK FOR UNDERSTANDING

I can write a claim with a metaphor and a not only ... but sentence.

RPLD EVIDENCE & ADVICE

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

TODAY'S THINKING JOB

DEFEND

"I can defend why word choice matters."

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.

Muir could have written "Parks are good for people." Why is his version stronger?

**"Parks are good for people."
vs. "going to the mountains is going home." Which one would make you visit?**

I CAN | I can defend why vivid language makes an argument more persuasive.

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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."

▶ Muir could have written "Parks are good for people." Why is his version stronger?

"I can defend why word choice matters."

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

ANSWER KEY: A plain sentence states an opinion. Muir's metaphors make readers feel that wild places belong to them, so they want to protect them.

CHECK FOR UNDERSTANDING

I can defend why vivid language makes an argument more persuasive.

RPLD EVIDENCE & ADVICE

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

Write your own persuasive paragraph.

Argue that a place in your community should be protected. Use vivid language.

**State your claim clearly.
Use a metaphor and a not only ... but sentence.
End with what readers should do.**

I CAN | I can write a persuasive paragraph with vivid word choice.

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SLIDE 8 OF 11 ·

YOUR TURN

 ~6 min

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

“Write your own persuasive paragraph.”

▶ *Argue that a place in your community should be protected. Use vivid language.*

“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 clear claim, a metaphor, and a call to action.

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 going to the mountains is going home and fountains of life.

CHOOSE A. wildness is a necessity is the claim. The rest describes people and places that support it.

SHOW Parks give wood and water, but they also give life and health to people. The **not only ... but** pattern makes the second reason feel bigger.

OWN Answers vary. One example: **Our school library is a necessity. It is useful not only for checking out books, but as a doorway to every place in the world.**

DEFEND A plain sentence states an opinion. Muir's metaphors make readers feel that wild places belong to them, so they want to protect them.

YOUR TURN Answers vary. Check for a clear claim, a metaphor, and a call to action.

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 “LETTER TO GRACE BEDELL” (ABRAHAM LINCOLN, 1860)

“I regret the necessity of saying I have no daughter. I have three sons—one seventeen, one nine, and one seven. They with their mother constitute my whole family. As to the whiskers, as I have never worn any, do you not think that people would call it a piece of silly affectation were I to begin wearing them now?”

Why does Lincoln mention his three sons?

- A** To show his sons have whiskers
- B** To complain about his family
- C** To answer Grace by explaining he has no daughter
- D** To ask Grace to visit his sons

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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 Letter to Grace Bedell.”

▶ 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 To show his sons have whiskers**
The whiskers question is about Lincoln, not his sons.
- B To complain about his family**
His tone is kind. He is not complaining.
- C Correct.**
To answer Grace by explaining he has no daughter
Grace asked about a daughter. He explains his family is three sons and their mother.
- D To ask Grace to visit his sons**
He never invites her to visit.

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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.