

PUBLISHED TEXTS

EXACT TEKS WORDING (FROM TEA)

*“explain the author’s purpose and message within a text”**“compose literary texts, including personal narratives and poetry, using genre characteristics and craft”*

WHAT DOES THIS MEAN TO ME?

Published poems are real poems written by real poets and published for the world to read.

A poet paints pictures with words so the reader can see, hear, and feel something new.

When I study what a poet did, I can try that same craft in my own poem.

THIS WEEK’S FOCUS

Painting a Picture with Words**from “Rain” by Robert Louis Stevenson (1885)**

A poet uses images to help the reader see the world through new eyes. Stevenson shows rain falling on fields, trees, umbrellas, and ships. This week we read a published poem, notice the images the poet paints, and try writing our own image poem.

This deck teaches **author craft and composition** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 3 · Prepare Cluster · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 4 of 36 · Prepare Cluster · Module 4 · slide 1 of 11

TEACHER SAYS & DOES · SLIDE 1 OF 11 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we study a published poem. A poem paints pictures with words so the reader can see, hear, and feel something new.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box.

“Our mentor text is a poem by Robert Louis Stevenson called Rain. It was published in 1885. The poet names the places the rain touches, and each place is a picture.”

▶ Point to the five thinking levels. Preview the week.

PREP & MATERIALS: the Published Texts and Mentor Texts slide deck for Prepare Cluster Module 4 · a class copy of “Rain” by Robert Louis Stevenson (A Child’s Garden of Verses, 1885, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

“The rain is falling all around, / It falls on field and tree, / It rains on the umbrellas here, / And on the ships at sea.” (Rain, Stevenson)

“How do you like to go up in a swing, / Up in the air so blue?” (The Swing, Stevenson, test item)

CHECK FOR UNDERSTANDING

Ask a student what it means to paint a picture with words.

RAISE THE THINKING

Ask how reading a poem is different from reading a fable.

Read the published poem.

Read it aloud slowly. Listen to the rhythm and watch for the pictures the poet paints with words.

Rain

The rain is falling all around,
It falls on field and tree,
It rains on the umbrellas here,
And on the ships at sea.

SOURCE · PUBLIC DOMAIN

From A Child's Garden of Verses by Robert Louis Stevenson, published 1885 (public domain)

I CAN | I can read a published poem and notice the pictures the poet paints with words.

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Grade 3 · Prepare Cluster · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 4 of 36 · Prepare Cluster · Module 4 · slide 2 of 11

TEACHER SAYS & DOES · SLIDE 2 OF 11 ·

Read the Published Text

 ~6 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"This is our published mentor text. It is a poem, not a fable. It has rhythm and rhyme, and every line is a picture."

▶ Read the source line aloud. Then read the poem aloud twice, slowly. The second time, invite students to read along.

"As you listen, notice which words help you see something in your mind. The poet is painting for you."

▶ After reading, ask students to name one picture they saw. Do not explain the craft yet.

"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. (ELPS 3(H), 3(A), 2(A))

ANSWER KEY: The poem names field, tree, umbrellas, and ships at sea. Each one is an image the reader can see.

CHECK FOR UNDERSTANDING

Ask a student to name one picture the poem put in their mind.

COMMON MISCONCEPTION

Students may think the poem is about weather facts. It is about images, not information.

POSSIBLE STUDENT QUESTION

Why is the poem so short? Some poems say everything in a few lines. The images do the work.

RPLD EVIDENCE & ADVICE

This slide is the read the published text moment. Keep it joyful.

RAISE THE THINKING

Ask a student which image surprised them the most.

TODAY'S THINKING JOB

NOTICE

"I can notice the images the poet uses to paint a picture."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts, including personal narratives and poetry, using genre characteristics and craft"

Notice the images.

Find a line where the poet paints a picture you can see in your mind.

"It rains on the umbrellas here,"
"And on the ships at sea."

I CAN | I can notice the images the poet uses to paint a picture with words.

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Grade 3 · Prepare Cluster · Published Texts & Mentor Texts · Monday

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 4 of 36 · Prepare Cluster · Module 4 · slide 3 of 11

TEACHER SAYS & DOES · SLIDE 3 OF 11 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the images the poet uses to paint a picture."

▶ Read the I can statement aloud, then the task on the slide.

"The poet names umbrellas and ships at sea. Those are the pictures. Find a line that puts a picture in your mind."

▶ Read the lines aloud twice. Give think time, then have students copy an image on the NOTICE row.

ANSWER KEY: The poet names "the umbrellas here" and "the ships at sea." Those are images that paint pictures in the reader's mind.

CHECK FOR UNDERSTANDING

Ask a student to read their chosen image aloud.

COMMON MISCONCEPTION

Students may copy the whole poem. The task is one image, one picture in your mind.

POSSIBLE STUDENT QUESTION

What is an image? An image is a word or phrase that helps you see a picture.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the image.

RAISE THE THINKING

Ask a student what they see when they hear "ships at sea."

TODAY'S THINKING JOB

CHOOSE

"I can choose the line that paints the strongest picture."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts, including personal narratives and poetry, using genre characteristics and craft"

Choose the strongest image.

Which line paints the clearest picture in your mind? All three are from the poem.

- A "The rain is falling all around,"
- B "And on the ships at sea."
- C "It falls on field and tree,"

I CAN | I can choose the line that paints the strongest picture.

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Grade 3 · Prepare Cluster · Published Texts & Mentor Texts · Tuesday

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 4 of 36 · Prepare Cluster · Module 4 · slide 4 of 11

TEACHER SAYS & DOES · SLIDE 4 OF 11 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the line that paints the strongest picture."

▶ Read the I can statement aloud, then the task.

"All three lines are from the poem. Ask yourself which one makes the clearest picture in your mind."

▶ Have students choose privately, then share with a partner.

ANSWER KEY: B paints the clearest picture. "The ships at sea" takes the reader far away and shows just how wide the rain stretches.

CHECK FOR UNDERSTANDING

Ask a student to say why their choice paints a clear picture.

COMMON MISCONCEPTION

Students may pick B because it comes first. First is not strongest. Strongest means clearest picture.

POSSIBLE STUDENT QUESTION

Can two lines both be strong? Yes, but choose the one that puts the clearest picture in your mind.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest image.

RAISE THE THINKING

Ask a student what the poet left out on purpose.

TODAY'S THINKING JOB

SHOW

"I can show how a word or image creates a feeling."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts, including personal narratives and poetry, using genre characteristics and craft"

Show how the image creates a feeling.

How does the phrase "the ships at sea" help the reader feel how far the rain reaches?

"It rains on the umbrellas **here,"**
"And on the ships **at sea."**

I CAN | I can explain how a specific word or image in the poem creates a feeling.

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Grade 3 · Prepare Cluster · Published Texts & Mentor Texts · Wednesday

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 4 of 36 · Prepare Cluster · Module 4 · slide 5 of 11

TEACHER SAYS & DOES · SLIDE 5 OF 11 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a word or image creates a feeling."

▶ Read the I can statement aloud, then the task.

"The poet says umbrellas here and ships at sea. The word here is close. The words at sea are far. The rain goes from close to far, and the reader feels how wide it reaches."

▶ Take two or three answers. Push students to connect the words to the feeling.

ANSWER KEY: The poet says "here" for the umbrellas and "at sea" for the ships. Moving from close to far shows the rain is everywhere.

CHECK FOR UNDERSTANDING

Ask a student to point to the words that show close and far.

COMMON MISCONCEPTION

Students may describe the rain as weather. The task is about words and feeling, not about weather.

POSSIBLE STUDENT QUESTION

What feeling does the poem give? A feeling that the rain is gentle and everywhere.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how words create feeling.

RAISE THE THINKING

Ask a student what feeling would change if the poet wrote "It rains on puddles and on mud."

TODAY'S THINKING JOB

OWN

"I can write my own image poem the way the poet did."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts, including personal narratives and poetry, using genre characteristics and craft"

Own it. Try the craft move.

Write two lines about the wind. Paint a picture the way Stevenson painted the rain on fields, umbrellas, and ships.

The wind is _____ all around,
It _____ on _____ and _____.

I CAN | I can write my own lines that paint a picture with words.

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Grade 3 · Prepare Cluster · Published Texts & Mentor Texts · Thursday

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 4 of 36 · Prepare Cluster · Module 4 · slide 6 of 11

TEACHER SAYS & DOES · SLIDE 6 OF 11 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own image poem the way the poet did."

▶ Read the I can statement aloud, then the task.

"Write two lines about the wind. Name the places it touches, the way Stevenson named field, tree, umbrellas, and ships."

▶ Give two minutes of quiet writing time. Have students write on the OWN row, then share two strong examples.

ANSWER KEY: Answers vary. One example: "The wind is blowing all around, / It blows on kites and leaves."

CHECK FOR UNDERSTANDING

Scan for two lines that name specific places or things.

COMMON MISCONCEPTION

Students may write about what the wind does to them. The craft is naming places, not telling a story.

POSSIBLE STUDENT QUESTION

Can I name more than two things? Yes. The more pictures, the stronger the poem.

RPLD EVIDENCE & ADVICE

OWN at Advanced is the first try at the craft move.

RAISE THE THINKING

Ask a student to read their lines and say which image is the strongest.

TODAY'S THINKING JOB

DEFEND

"I can defend why the poet chose these images."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts, including personal narratives and poetry, using genre characteristics and craft"

Defend the poet's choice.

The poet could have just said "it rains everywhere." Why does naming field, tree, umbrellas, and ships make the poem work better?

"It falls on field and tree,"

"It rains on the umbrellas here, / And on the ships at sea."

I CAN | I can defend why the poet chose specific images instead of general words.

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Grade 3 · Prepare Cluster · Published Texts & Mentor Texts · Friday

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 4 of 36 · Prepare Cluster · Module 4 · slide 7 of 11

TEACHER SAYS & DOES · SLIDE 7 OF 11 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend why the poet chose these images."

▶ Read the I can statement aloud, then the task.

"The poet could have just said it rains everywhere. Why does naming field, tree, umbrellas, and ships make the poem work better?"

▶ Have students write a because statement on the DEFEND row, then share two strong answers.

ANSWER KEY: Naming specific places lets the reader see each picture one at a time. Saying "it rains everywhere" gives no picture at all. The images make the poem come alive.

CHECK FOR UNDERSTANDING

Ask a student to explain why specific is better than general.

COMMON MISCONCEPTION

Students may say the poem is just a list. A list names things. A poem paints pictures with those names.

POSSIBLE STUDENT QUESTION

Is every poem about images? Many poems use images. This one uses them as its main craft move.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the poet's craft choice.

RAISE THE THINKING

Ask a student to name another poem or song that paints pictures with words.

Write your own image poem.

Pick something in nature (sunshine, snow, wind). Name the places it touches, the way Stevenson named field, tree, umbrellas, and ships.

Pick something in nature.
Name the places it touches.
Paint at least three pictures the reader can see.

I CAN | I can write my own poem that paints pictures with words.

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Grade 3 · Prepare Cluster · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 4 of 36 · Prepare Cluster · Module 4 · slide 8 of 11

TEACHER SAYS & DOES · SLIDE 8 OF 11 ·

Independent Practice · YOUR TURN

 ~6 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn to write like the poet.”

▶ Read the Your Turn task. Students work independently.

“Pick something in nature. Name the places it touches. Paint at least three pictures the reader can see.”

▶ Circulate and note who can paint pictures with words.

ANSWER KEY: Answers vary. One example: “The sunshine warms the garden path, / The rooftops, and the cat.”

CHECK FOR UNDERSTANDING

Scan for students who name at least three specific things.

COMMON MISCONCEPTION

Students may write about the thing in general. Require specific images.

POSSIBLE STUDENT QUESTION

Does my poem have to rhyme? It does not have to, but rhyme is one more craft tool.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the craft.

RAISE THE THINKING

Ask an early finisher to add one more picture.

Answers, across the five thinking levels.

NOTICE The poet names “**the umbrellas here**” and “**the ships at sea.**” Those are the images that paint pictures in the reader’s mind.

CHOOSE **B** paints the clearest picture. “The ships at sea” takes the reader far away and shows just how wide the rain stretches.

SHOW The poet says “here” for the umbrellas and “at sea” for the ships. Moving from close to far shows the rain is everywhere.

OWN Answers vary. One example: “**The wind is blowing all around, / It blows on kites and leaves.**”

DEFEND Naming specific places lets the reader see each picture one at a time. Saying “it rains everywhere” gives no picture at all. The images make the poem come alive.

YOUR TURN Answers vary. One example: “**The sunshine warms the garden path, / The rooftops, and the cat.**”

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Grade 3 · Prepare Cluster · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 4 of 36 · Prepare Cluster · Module 4 · slide 9 of 11

TEACHER SAYS & DOES · SLIDE 9 OF 11 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let’s check our work across the five thinking levels.”

▶ *Reveal the answer slide one row at a time.*

“If you missed one, that is where your learning is.”

▶ *Celebrate students who connected specific words to feelings.*

ANSWER KEY: NOTICE: “the umbrellas here” and “the ships at sea”; CHOOSE: B; SHOW: close to far shows how wide the rain reaches; OWN: Answers vary; DEFEND: specific images beat general words; YOUR TURN: Answers vary.

CHECK FOR UNDERSTANDING

Students can explain why specific images work.

COMMON MISCONCEPTION

Naming the image without connecting it to a feeling.

POSSIBLE STUDENT QUESTION

Why do we study poems as mentor texts? Because the craft moves in poems work in all kinds of writing.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask a student what would change if the poem had no images at all.

READ THIS POEM · FROM “THE SWING” BY ROBERT LOUIS STEVENSON (1885)

“How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasantest thing
Ever a child can do!

Up in the air and over the wall,
Till I can see so wide,
River and trees and cattle and all
Over the countryside”

Why does the poet name “river and trees and cattle” instead of just saying “everything”?

- A To list every animal that lives in the countryside
- B To help the reader see exactly what the child sees from the swing
- C To show that the child is afraid of heights
- D To explain how a swing works

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Grade 3 · Prepare Cluster · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 4 of 36 · Prepare Cluster · Module 4 · slide 10 of 11

TEACHER SAYS & DOES · SLIDE 10 OF 11 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question on a different published poem, ‘The Swing,’ by the same poet.”

▶ Read the poem excerpt and the question aloud.

“Read all four choices before you decide.”

▶ Give think time. Students choose privately.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students choose by the poet’s purpose, not by a word they like.

COMMON MISCONCEPTION

Picking C because heights are mentioned. The child calls the swing the pleasantest thing.

POSSIBLE STUDENT QUESTION

How do I know the child is happy? The child says “Oh, I do think it the pleasantest thing.”

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong.

The answer is B.

A

To list every animal that lives in the countryside

The poet names cattle, but the purpose is to show the view, not to make a list of animals.

B

To help the reader see exactly what the child sees from the swing

Correct.

The poet names specific things so the reader can picture the view. That is the craft move of painting images with words.

C

To show that the child is afraid of heights

The child calls the swing “the pleasantest thing.” The feeling is joy, not fear.

D

To explain how a swing works

The poem shows how it feels to swing, not how the swing is built.

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Grade 3 · Prepare Cluster · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 4 of 36 · Prepare Cluster · Module 4 · slide 11 of 11

TEACHER SAYS & DOES · SLIDE 11 OF 11 ·

 ~4 min

The Answer, and Why

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is B. The most important part is understanding why.”

▶ Reveal each choice’s reason.

“Each wrong choice sounds reasonable, but it does not match what the poem actually does.”

▶ Have students write one sentence explaining why B is right.

ANSWER KEY: A listing animals: the poet names cattle, but the purpose is the view, not a list.; Correct: B. The poet names river, trees, and cattle so the reader can see exactly what the child sees.; C afraid of heights: the child calls it the pleasantest thing.; D how a swing works: the poem shows how it feels, not how it is built.

CHECK FOR UNDERSTANDING

Students can explain why the correct answer fits.

COMMON MISCONCEPTION

Knowing the answer but not why.

POSSIBLE STUDENT QUESTION

Why is B wrong if cattle is an animal? The poem uses cattle as one image among many.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move.

RAISE THE THINKING

Ask a student to write a new question about the same poem.