

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

Making the Invisible Visible

from “Who Has Seen the Wind?” by Christina Rossetti (1872)

Some things are real but invisible. A poet can show them by describing what they do. Rossetti never shows the wind itself, only the leaves trembling and the trees bowing. This week we read a published poem, notice how the poet shows what cannot be seen, and try the craft move ourselves.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 3 · Cluster 1 · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 7 of 36 · Cluster 1 · Module 3 · 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 that makes the invisible visible. The poet shows the wind without ever showing the wind itself.”

▶ 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 Christina Rossetti called Who Has Seen the Wind. The poet shows the wind by what it does to the leaves and the trees.”

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

PREP & MATERIALS: the Published Texts and Mentor Texts slide deck for Cluster 1 Module 3 · a class copy of “Who Has Seen the Wind?” by Christina Rossetti (Sing-Song, 1872, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

“But when the leaves hang trembling / The wind is passing thro’.” and “But when the trees bow down their heads / The wind is passing by.” (Who Has Seen the Wind?, Rossetti)

“Boats sail on the rivers, / And ships sail on the seas” (Boats Sail on the Rivers, Rossetti, test item)

CHECK FOR UNDERSTANDING

Ask a student to name something invisible that is real.

RAISE THE THINKING

Ask how showing something invisible is different from naming it.

Read the published poem.

Read it aloud slowly. Listen to the repetition and watch for how the poet shows something you cannot see.

Who Has Seen the Wind?

Who has seen the wind?
Neither I nor you:
But when the leaves hang trembling
The wind is passing thro’.

Who has seen the wind?
Neither you nor I:
But when the trees bow down their heads
The wind is passing by.

SOURCE · PUBLIC DOMAIN

From Sing-Song: A Nursery Rhyme Book by Christina Rossetti, published 1872 (public domain)

I CAN | I can read a published poem and notice how the poet shows something invisible.

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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 with two stanzas that mirror each other. Listen to the repetition.”

▶ Read the source line aloud. Then read the poem aloud twice, slowly.

“As you listen, notice that the poet never describes the wind itself. She shows what the wind does to things you can see.”

▶ After reading, ask students to name one thing the wind does in the poem.

“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 poet shows the wind through “the leaves hang trembling” and “the trees bow down their heads.” The wind is invisible, but we see what it does.

CHECK FOR UNDERSTANDING

Ask a student to point to the line that shows the wind.

COMMON MISCONCEPTION

Students may say the poem tells us the wind is invisible. The poem shows it. The craft is in the showing.

POSSIBLE STUDENT QUESTION

What does thro’ mean? It is a shortened form of through. The wind is passing through.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student what they see in their mind when they hear “trees bow down their heads.”

TODAY'S THINKING JOB

NOTICE

"I can notice how the poet shows the wind without showing the wind itself."

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 craft move.

Find a line where the poet shows the wind by what it does to something you can see.

"But when the leaves hang trembling"
"The wind is passing thro'."

I CAN | I can notice how the poet shows the wind by what it does to the leaves.

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Grade 3 • Cluster 1 • Published Texts & Mentor Texts • Monday

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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 how the poet shows the wind without showing the wind itself."

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

"Find the line where the poet shows the wind by what it does to something you can see. The leaves hang trembling. That is the wind."

▶ Read the lines aloud twice. Have students copy the image on the NOTICE row.

ANSWER KEY: The poet shows the wind through "the leaves hang trembling." The wind is invisible, but we see what it does to the leaves.

CHECK FOR UNDERSTANDING

Ask a student to read the image aloud.

COMMON MISCONCEPTION

Students may copy "Who has seen the wind?" That is the question, not the image.

POSSIBLE STUDENT QUESTION

Is the wind real even though we cannot see it? Yes. The poem proves it by showing what it does.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the image.

RAISE THE THINKING

Ask a student what else trembles when the wind blows.

TODAY'S THINKING JOB

CHOOSE

"I can choose the line that best shows the wind."

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 line.

Which line best shows the wind by what it does? All three are from the poem.

A "Who has seen the wind?"

B "But when the trees bow down their heads"

C "Neither I nor you:"

I CAN | I can choose the line that best shows the wind by what it does.

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Grade 3 • Cluster 1 • Published Texts & Mentor Texts • Tuesday

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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 best shows the wind."

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

"All three lines are from the poem. Ask yourself which one shows the wind by what it does."

▶ Have students choose privately, then share.

ANSWER KEY: B. "But when the trees bow down their heads" shows the wind through what you can see. B and C ask a question and give an answer, but do not show the wind.

CHECK FOR UNDERSTANDING

Ask a student to say why their choice shows the wind.

COMMON MISCONCEPTION

Students may pick B because it is an interesting question. The question sets up the poem, but the image does the showing.

POSSIBLE STUDENT QUESTION

Why is bowing a good word? Because trees bending in the wind look like they are bowing their heads.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest image.

RAISE THE THINKING

Ask a student what other word could replace bow.

TODAY'S THINKING JOB

SHOW

"I can show how a word or image makes the invisible feel real."

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 works.

How does the phrase "bow down their heads" help the reader feel the wind?

"But when the trees bow down their heads"
"The wind is passing by."

I CAN | I can explain how a specific image in the poem makes the invisible feel real.

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Grade 3 · Cluster 1 · Published Texts & Mentor Texts · Wednesday

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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 makes the invisible feel real."

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

"The poet says the trees bow down their heads. That makes the trees sound like people bowing in respect. The reader can picture them bending, and that picture proves the wind is there."

▶ Take two or three answers. Push students to explain how the image proves the invisible thing.

ANSWER KEY: "Bow down their heads" makes the trees sound like they are bending in respect. The reader can picture them bending, and that picture proves the wind is there.

CHECK FOR UNDERSTANDING

Ask a student what the trees look like in their mind.

COMMON MISCONCEPTION

Students may describe wind as cold or noisy. The craft here is visual, not about temperature or sound.

POSSIBLE STUDENT QUESTION

Can you show invisible things with sound too? Yes, but this poem uses images you can see.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how the image works.

RAISE THE THINKING

Ask a student what picture the word trembling puts in their mind.

TODAY'S THINKING JOB

OWN

"I can write lines that show something invisible."

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 that show something invisible (cold, warmth, silence) by what it does to something you can see.

Who has felt the cold?
But when _____, the cold is _____.

I CAN | I can write my own lines that make the invisible visible.

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Grade 3 · Cluster 1 · Published Texts & Mentor Texts · Thursday

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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 lines that show something invisible."

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

"Write two lines that show something invisible, like cold, warmth, or silence. Show it by what it does to something you can see, the way Rossetti showed the wind."

▶ Give two minutes of quiet writing time. Then share two strong examples.

ANSWER KEY: Answers vary. One example: "Who has felt the cold? But when the puddles turn to glass, the cold is all around."

CHECK FOR UNDERSTANDING

Scan for lines that show the invisible through visible effects.

COMMON MISCONCEPTION

Students may name the invisible thing without showing it. Require a visible effect.

POSSIBLE STUDENT QUESTION

Can I write about happiness? Yes. Show what happiness does to a face or a room.

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 what the reader can see.

TODAY'S THINKING JOB

DEFEND

"I can defend why the poet chose to show the wind instead of just naming it."

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 written "The wind is real even though you cannot see it." Why do "leaves hang trembling" and "trees bow down their heads" work better?

"But when the leaves hang trembling" / "But when the trees bow down their heads"

Why does showing the effect work better than naming the thing?

I CAN | I can defend why showing the effect of something invisible is stronger than just naming it.

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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 to show the wind instead of just naming it."

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

"The poet could have written the wind is real even though you cannot see it. Why do leaves hang trembling and trees bow down their heads work better?"

▶ Have students write a because statement on the DEFEND row.

ANSWER KEY: Saying "the wind is real" tells. Showing leaves trembling lets the reader feel the wind. Showing beats telling because the reader builds the picture.

CHECK FOR UNDERSTANDING

Ask a student to explain the difference between telling and showing.

COMMON MISCONCEPTION

Students may say showing is just more interesting. Push for why: showing lets the reader build the picture.

POSSIBLE STUDENT QUESTION

Is showing always better than telling? In poetry, showing is usually stronger. In other writing, you need both.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the craft choice.

RAISE THE THINKING

Ask a student to name another poem or song that shows instead of tells.

Write your own poem about something invisible.

Pick something you cannot see (cold, silence, happiness, hunger). Show it by what it does to something you can see, the way Rossetti showed the wind.

**Pick something invisible.
Show it by what it does to things you can see.
Write at least four lines, the way Rossetti did.**

I CAN | I can write my own poem that makes the invisible visible.

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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 invisible. Show it by what it does to things you can see. Write at least four lines.”

▶ Circulate and note who can show the invisible through visible effects.

ANSWER KEY: Answers vary. One example: “Who has heard the silence?
/ Neither you nor I: / But when the clock stops ticking, the silence fills the
room.”

CHECK FOR UNDERSTANDING

Scan for lines that show, not tell.

COMMON MISCONCEPTION

Students may name the invisible thing without any visible effect.

POSSIBLE STUDENT QUESTION

Does my poem have to follow the same pattern? The pattern helps, but the craft move is showing the invisible.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the craft.

RAISE THE THINKING

Ask an early finisher to add a second stanza.

Answers, across the five thinking levels.

NOTICE The poet shows the wind through “**the leaves hang trembling**” and “**the trees bow down their heads.**” The wind is invisible, but we see what it does.

CHOOSE B. “The trees bow down their heads” shows the wind through what you can see. B and C ask a question and give an answer, but do not show the wind.

SHOW “Bow down their heads” makes the trees sound like they are bending in respect. The reader can picture them bending, and that picture proves the wind is there.

OWN Answers vary. One example: “**Who has felt the cold? / But when the puddles turn to glass, the cold is all around.**”

DEFEND Saying “the wind is real” tells. Showing leaves trembling lets the reader feel the wind. Showing beats telling because the reader builds the picture.

YOUR TURN Answers vary. One example: “**Who has heard the silence? / Neither you nor I: / But when the clock stops ticking, the silence fills the room.**”

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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 showed the invisible through visible effects.

ANSWER KEY: NOTICE: “the leaves hang trembling”; CHOOSE: B; SHOW: bow down their heads makes the invisible visible; OWN: Answers vary; DEFEND: showing beats telling; YOUR TURN: Answers vary.

CHECK FOR UNDERSTANDING

Students can explain how showing makes the invisible real.

COMMON MISCONCEPTION

Naming the image without explaining why it works.

POSSIBLE STUDENT QUESTION

Can we use this craft in essays too? Yes. Showing instead of telling works in all writing.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask a student what would change if the poem said “the wind is cold.”

READ THIS POEM EXCERPT · FROM “BOATS SAIL ON THE RIVERS” BY CHRISTINA ROSSETTI (1872)

**“Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier far than these.”**

Why does the poet say the clouds are “prettier far” than boats and ships?

- A** To show that nature’s beauty is greater than anything people build
- B** To explain how boats and ships are made
- C** To warn people that rivers are dangerous
- D** To teach the reader how rainbows form

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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, ‘Boats Sail on the Rivers,’ 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 A.

CHECK FOR UNDERSTANDING

Students choose by the poet’s purpose.

COMMON MISCONCEPTION

Picking D because the poem mentions a bow in the sky. The poem uses the rainbow as a comparison, not as a science lesson.

POSSIBLE STUDENT QUESTION

What is “the bow that bridges heaven”? A rainbow. Rossetti calls it a bow because of its curved shape.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action.

RAISE THE THINKING

Ask why each wrong choice is wrong.

The answer is A.

To show that nature's beauty is greater than anything people build

- A** **Correct.**
The poet says clouds are “prettier far” than boats and ships. Nature wins the comparison because clouds sail higher and wider than anything on the water.

To explain how boats and ships are made

- B**
The poem names boats and ships, but never explains how they are built. The purpose is to compare, not to explain.

To warn people that rivers are dangerous

- C**
There is no danger in the poem. The rivers are a setting for beauty, not a warning.

To teach the reader how rainbows form

- D**
The poem calls the rainbow “the bow that bridges heaven,” but never explains how it forms. The poem shows beauty, not science.

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TEACHER SAYS & DOES · SLIDE 11 OF 11 ·

The Answer, and Why

 ~4 min

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

“The correct answer is A. 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 A is right.

ANSWER KEY: Correct: A. The poet says clouds are “prettier far” than boats and ships. Nature wins the comparison because clouds sail higher and wider.; B explain how boats are made: the poem names boats but never explains them.; C rivers are dangerous: there is no danger in the poem.; D how rainbows form: the poem shows beauty, not science.

CHECK FOR UNDERSTANDING

Students can explain why the correct answer fits.

COMMON MISCONCEPTION

Knowing the answer but not why.

POSSIBLE STUDENT QUESTION

Why is C wrong if rivers can be dangerous? The poem has no danger. The rivers are a setting for beauty.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move.

RAISE THE THINKING

Ask a student to write a new poem that compares two things the way Rossetti did.