

Published Texts & Mentor Texts Tracking Sheet

Week 11 of 36

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

GRADE 3 • CLUSTER 2 • MODULE 3 • TEKS 3.10(A) • 3.12(A) • PUBLISHED TEXTS & MENTOR TEXTS from “Hurt No Living Thing” (Christina Rossetti, 1872)

Name: _____

Date: _____



NOTICE

Monday

Notice the craft move.

Count the creatures the poet names. What pattern do you see?



CHOOSE

Tuesday

Choose the best example.

Which line adds the most weight to the message: A, B, or C? (See the slide.) Write the letter and explain.



SHOW

Wednesday

Show how the craft move works.

Why does ending with “harmless worms that creep” make the message stronger? Write your answer.



OWN

Thursday

Own it. Try the craft move.

Write a list that builds a message. Start with things people already care about, then add things they might forget.



DEFEND

Friday

Defend the author’s choice.

Why does a long list build a stronger message than one sentence? Explain.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Published Texts & Mentor Texts Tracking Sheet (Back)

Week 11 of 36

Show what you know and hunt for messages.

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Your turn.

Write your own list poem. Choose something to protect or celebrate. List examples from big to small.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Craft Hunter

Go back to “Where Go the Boats?” from the test slide, or find another poem. Write the craft move and what the reader 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 the list a poet builds.			
I can choose the line that adds the most weight.			
I can show how the list builds from easy to hard examples.			
I can write a list that builds a message.			