

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 texts are real stories written by real authors and published for the world to read.

An author writes with a purpose, and the author’s message is the idea the story teaches.

When I study what an author did, I can try that same craft in my own writing.

THIS WEEK’S FOCUS

Talking to Something as if It Were a Person

from “The Wind” by Robert Louis Stevenson (1885)

A poet can talk directly to something that is not a person. Stevenson speaks to the wind as “you” and asks if the wind is young or old. This craft move is called personification, and it makes the reader feel the wind as a living character.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 13 of 36 · Cluster 3 · Module 1 · 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 text and notice the craft move called talking to something as if it were a person.”

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

“Our mentor text is The Wind. Stevenson speaks to the wind as you and asks if it is young or old. The wind becomes a character.”

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

PREP & MATERIALS: the Published Texts and Mentor Texts slide deck for Cluster 3 Module 1 · a class copy of “The Wind” (Robert Louis Stevenson, 1885, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

The Wind · Mix a Pancake (test item)

CHECK FOR UNDERSTANDING

Ask a student what talking to something as if it were a person means in their own words.

RAISE THE THINKING

Ask how this craft move is different from the one we studied last week.

Read the published poem.

Read it aloud slowly. Listen to the rhythm and watch for the craft the poet uses.

The Wind

I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass
O wind, a-blowing all day long,
O wind, that sings so loud a song!

I saw the different things you did,
But always you yourself you hid.
I felt you push, I heard you call,

I could not see yourself at all
O wind, a-blowing all day long,
O wind, that sings so loud a song!

O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?
O wind, a-blowing all day long,
O wind, that sings so loud a song!

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 text and notice the author's craft move.

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TEACHER SAYS & DOES · SLIDE 2 OF 11 ·

 ~6 min

Read the Published Text

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

"This is our published mentor text. Listen for the craft move as I read."

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

"As you listen, notice the craft move the author uses. Do not call it out yet. Just notice it."

▶ After reading, point to the key craft moment. Ask students to read it once together.

"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 craft move is in the text. Students should notice talking to something as if it were a person in action.

CHECK FOR UNDERSTANDING

Ask a student to point to where the craft move happens.

COMMON MISCONCEPTION

Students may confuse a detail with the craft move. Redirect to the specific moment.

POSSIBLE STUDENT QUESTION

How is this different from a regular story? The author chose this craft move on purpose to teach or show something.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student what they noticed about the author's choice.

TODAY'S THINKING JOB

NOTICE

"I can notice where the poet speaks to something as if it were a person."

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 personification.

Find a line where the poet talks to the wind as if it were a person.

"I saw **you** toss the kites on high"
"**O** wind, that sings so loud a song!"

I CAN | I can notice the craft move the author uses.

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Grade 3 · Cluster 3 · 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 the craft move the author uses."

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

"Look at the text on the slide. Find where the author uses the craft move."

▶ Read the key lines aloud twice. Give think time, then have students write on the NOTICE row.

ANSWER KEY: See slide for the specific answer.

CHECK FOR UNDERSTANDING

Ask a student to read the craft move aloud and point to it.

COMMON MISCONCEPTION

Students may copy too much or too little. Redirect to the specific moment.

POSSIBLE STUDENT QUESTION

Is this the only place the author uses this move? Sometimes it appears more than once. Focus on the best example.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the craft move. Keep the demand at this level.

RAISE THE THINKING

Ask a student what they see or feel when they read the craft move.

TODAY'S THINKING JOB

CHOOSE

"I can choose the line where personification is strongest."

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 personification.

Which line best makes the wind feel like a living being?

A "I saw the different things you did"

B "And all around I heard you pass"

C "Are you a beast of field and tree, / Or just a stronger child than me?"

I CAN | I can choose the best example of the craft move.

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Grade 3 · Cluster 3 · 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 best example of the craft move."

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

"All three choices are from the text. Only one is the best example of the craft move. Ask yourself which one shows it most clearly."

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

ANSWER KEY: C. See slide for the specific answer.

CHECK FOR UNDERSTANDING

Ask a student to say why their choice is the best example.

COMMON MISCONCEPTION

Students may pick a choice because it sounds interesting. Interesting is not the same as strongest craft move.

POSSIBLE STUDENT QUESTION

Can two choices both show the craft move? Sometimes, but one is always stronger. Find the strongest.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the best example.

RAISE THE THINKING

Ask a student to explain what makes the right answer stronger than the others.

TODAY'S THINKING JOB

SHOW

"I can show how speaking to something as a person changes how the reader feels about 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"

Show how the personification works.

How does asking "are you young or old?" make the wind feel alive?

"O you that are so strong and cold,"
"O blower, are you young or old?"

I CAN | I can explain how the craft move works in the story.

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Grade 3 · Cluster 3 · 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 the craft move works in the text."

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

"The author chose this craft move on purpose. Explain how it works and what it does for the reader."

▶ Take two or three answers. Push students to connect the craft move to its effect on the reader.

ANSWER KEY: See slide for the specific answer.

CHECK FOR UNDERSTANDING

Ask a student to point to the words that make the craft move work.

COMMON MISCONCEPTION

Students may describe what happens without explaining why the craft move works. Push for the why.

POSSIBLE STUDENT QUESTION

Does every author use this move? Many do. Recognizing it helps you understand how authors write.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how the craft move works.

RAISE THE THINKING

Ask a student what would change if the author had not used this move.

TODAY'S THINKING JOB

OWN

"I can write lines that speak to something in nature as if it were a person."

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.

Pick something in nature (the sun, the rain, a river). Write two lines that speak to it as "you," the way Stevenson spoke to the wind.

O _____, I saw you _____.
Are you _____ or _____?

I CAN | I can try the craft move in my own writing.

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Grade 3 · Cluster 3 · 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 try the craft move in my own writing."

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

"Read the practice prompt on the slide. Try the craft move the way the author did."

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

ANSWER KEY: Answers vary. See slide for an example.

CHECK FOR UNDERSTANDING

Scan for writing that uses the craft move, not just writing that tells what happened.

COMMON MISCONCEPTION

Students may write without using the craft move. Redirect to the specific technique.

POSSIBLE STUDENT QUESTION

Can my version be different from the author's? Yes. The craft is the move, not the exact words.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to read their writing and point to where they used the craft move.

TODAY'S THINKING JOB

DEFEND

"I can defend why talking to something as a person makes the poem come alive."

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 about the wind without talking to it. Why does speaking to it as "you" make the poem stronger?

"O wind, a-blowing all day long, / O wind, that sings so loud a song!"
The poet calls the wind "you" and asks it questions. Why does that feel different from just describing the wind?

I CAN | I can defend why the author chose this craft move.

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

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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 author chose this craft move."

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

"The author could have written it differently. Why does this craft move make the text stronger?"

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

ANSWER KEY: See slide for the specific answer.

CHECK FOR UNDERSTANDING

Ask a student to explain why the craft move is stronger than the alternative.

COMMON MISCONCEPTION

Students may say it sounds better without explaining why. Push for the specific reason.

POSSIBLE STUDENT QUESTION

Is this the best craft move for every story? No. Different stories need different moves. This one fits this text.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to name another story or poem that uses this same craft move.

Write your own personification poem.

Choose something in nature. Speak to it as “you.” Ask it questions. Describe what you saw it do, the way Stevenson described the wind.

**Pick something in nature you have watched.
Speak to it as “you” and describe what it does.
Ask it a question, the way Stevenson asked the wind if it was
young or old.**

I CAN | I can write my own poem that speaks to something in nature as if it were a person.

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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 author.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Use the craft move we studied all week. Show that you own it.”

▶ Circulate and note who can carry the craft move independently.

ANSWER KEY: Answers vary. See slide for an example.

CHECK FOR UNDERSTANDING

Scan for students who use the craft move, not just write a story.

COMMON MISCONCEPTION

Students may write without the craft move. Require it.

POSSIBLE STUDENT QUESTION

How long should my writing be? A few sentences are enough. The craft move is what matters.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the craft.

RAISE THE THINKING

Ask an early finisher to check whether their craft move works the same way the author's did.

Answers, across the five thinking levels.

NOTICE The poet speaks to the wind as “**you**” and says “**I saw you toss the kites.**” The wind becomes a character the reader can picture.

CHOOSE C. Asking “are you a beast or a child?” gives the wind a body and an age. That is the strongest personification. B and C use “you” but do not give the wind human traits.

SHOW Asking “are you young or old?” treats the wind like a living being with an age. The reader starts to imagine the wind as a character, not just a force.

OWN Answers vary. One example: “**O sun, I saw you melt the morning frost. Are you a giant or just a golden light?**”

DEFEND Speaking to the wind as “you” creates a conversation. The reader feels like a friend of the wind, not just a watcher. That closeness makes the poem feel alive.

YOUR TURN Answers vary. One example: “**O rain, I watched you drum upon my roof. Were you angry, or were you singing me to sleep?**”

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. Have students check their tracking sheets.

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

▶ Celebrate students who explained how the craft move works, not only students who found it.

ANSWER KEY: See slide for all answers.

CHECK FOR UNDERSTANDING

Students can explain how the craft move works.

COMMON MISCONCEPTION

Naming the move without explaining why it works.

POSSIBLE STUDENT QUESTION

Why do we study craft moves? So we can use them in our own writing.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask a student what would change if the author had used a different craft move.

READ THIS POEM • FROM "MIX A PANCAKE" BY CHRISTINA ROSSETTI (1872)

**"Mix a pancake,
Stir a pancake,
Pop it in the pan;
Fry the pancake,
Toss the pancake,
Catch it if you can."**

Why does the poet use so many action words (mix, stir, pop, fry, toss, catch)?

- A** To teach the reader how to cook a pancake safely.
- B** To list every step in a recipe.
- C** To show that pancakes are hard to make.
- D** To make the reader feel the speed and energy of making a pancake.

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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 text, 'Mix a Pancake.'"

▶ Read the text and the question aloud.

"Read all four choices before you decide."

▶ Give think time. Students choose privately and bubble their letter.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Students choose by the author's purpose, not by a word they like.

COMMON MISCONCEPTION

Choosing by guess. Check the answer against the whole text.

POSSIBLE STUDENT QUESTION

Two choices seem close. Ask which answer the text truly supports.

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 D.

- A To teach the reader how to cook a pancake safely.**
The poem is playful, not instructional. Real recipes do not say “catch it if you can.”
- B To list every step in a recipe.**
The poet is not writing a recipe. The purpose is to build energy and fun through action words.
- C To show that pancakes are hard to make.**
The poem makes cooking sound fun, not difficult. The energy is joyful, not frustrated.
- D To make the reader feel the speed and energy of making a pancake.**
Correct.
Each action word moves faster than the last. The poem builds energy until “catch it if you can” makes the reader feel the excitement.

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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 D. The most important part is understanding why.”

▶ Reveal each choice's reason. Spend the most time on the wrong answers.

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

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

ANSWER KEY: See slide for full answer and why.

CHECK FOR UNDERSTANDING

Students can explain why D fits.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why are the wrong answers wrong? Each one misses the craft move or the author's purpose.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

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