

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

Gratitude in a Poem

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

A poet can show gratitude by describing what someone gives. Stevenson thanks the cow by naming each gift and painting a picture of her life. This week we notice how listing what someone gives is a way to say thank you in a 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 · Cluster 3 · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 15 of 36 · Cluster 3 · 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 text and notice the craft move called gratitude in a poem.”

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

“Our mentor text is The Cow. The poet thanks the cow by naming each gift: cream, apple-tart, meadow life.”

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

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

THE MENTOR TEXT

The Cow · Time to Rise (test item)

CHECK FOR UNDERSTANDING

Ask a student what gratitude in a poem 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. Notice how the poet shows gratitude by naming what the cow gives.

The Cow

The friendly cow all red and white,
I love with all my heart:
She gives me cream with all her might,
To eat with apple-tart.

She wanders lowing here and there,
And yet she cannot stray,

All in the pleasant open air,
The pleasant light of day;

And blown by all the winds that pass
And wet with all the showers,
She walks among the meadow grass
And eats the meadow flowers.

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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Grade 3 · Cluster 3 · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 15 of 36 · Cluster 3 · Module 3 · 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. 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."

▶ 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 gratitude in a poem 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.

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 how the poet shows gratitude."

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 gratitude.

Find the line where the poet names what the cow gives.

"She gives me **cream** with all her might,"
"To eat with **apple-tart**."

I CAN | I can notice how the poet shows gratitude by naming what someone gives.

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

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 15 of 36 · Cluster 3 · Module 3 · 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."

▶ 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.

COMMON MISCONCEPTION

Students may copy too much or too little.

POSSIBLE STUDENT QUESTION

Is this the only place the author uses this move?

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the craft move.

RAISE THE THINKING

Ask a student what they see or feel when they read it.

TODAY'S THINKING JOB

CHOOSE

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

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 gratitude.

Which line best shows the poet's thankfulness?

A "She wanders lowing here and there"

B "And blown by all the winds that pass"

C "The friendly cow all red and white, / I love with all my heart"

I CAN | I can choose the line that best shows gratitude.

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TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 15 of 36 · Cluster 3 · Module 3 · 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."

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

"All three choices are from the text. Only one is the best example."

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

ANSWER KEY: C. See slide.

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.

POSSIBLE STUDENT QUESTION

Can two choices both show the craft move?

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the best example.

RAISE THE THINKING

Ask what makes the right answer stronger.

TODAY'S THINKING JOB

SHOW

"I can show how naming gifts creates a feeling of thanks."

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 naming works.

How does naming cream and apple-tart make the reader feel the poet's gratitude?

"I love with all my heart"
"She gives me cream with all her might"

I CAN | I can show how naming specific gifts creates a feeling of thanks.

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

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 15 of 36 · Cluster 3 · Module 3 · 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."

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

"Explain how the craft move works and what it does for the reader."

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

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Ask a student to point to the words that make it work.

COMMON MISCONCEPTION

Students may describe what happens without explaining why.

POSSIBLE STUDENT QUESTION

Does every author use this move?

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how it works.

RAISE THE THINKING

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

TODAY'S THINKING JOB

OWN

"I can write a gratitude poem."

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 thank someone or something by naming what they give, the way Stevenson thanked the cow.

The friendly _____ ,
I love with all my heart:
_____ gives me _____ ,
To _____ .

I CAN | I can write lines that show gratitude by naming gifts.

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TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 15 of 36 · Cluster 3 · Module 3 · 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."

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

"Try the craft move the way the author did."

▶ Give two minutes of quiet writing time. Share two strong examples.

ANSWER KEY: Answers vary. See slide.

CHECK FOR UNDERSTANDING

Scan for writing that uses the craft move.

COMMON MISCONCEPTION

Students may write without using the craft move.

POSSIBLE STUDENT QUESTION

Can my version be different from the author's?

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to point to where they used it.

TODAY'S THINKING JOB

DEFEND

"I can defend why naming gifts is stronger than just saying thank you."

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 written "I am thankful for the cow." Why does naming cream and apple-tart work better?

**"She gives me cream with all her might, / To eat with apple-tart."
Why does naming the specific gift make the gratitude feel real?**

I CAN | I can defend why naming gifts makes gratitude feel real.

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

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 15 of 36 · Cluster 3 · Module 3 · 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."

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

"Why does this craft move make the text stronger?"

▶ Have students write a because statement. Share two strong answers.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Ask a student to explain why it is stronger.

COMMON MISCONCEPTION

Students may say it sounds better without explaining why.

POSSIBLE STUDENT QUESTION

Is this the best craft move for every story?

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the craft choice.

RAISE THE THINKING

Ask a student to name another text that uses this move.

Write your own gratitude poem.

Choose something or someone you are grateful for. Name the specific gifts they give, the way Stevenson named cream and apple-tart.

Choose something or someone you are grateful for.
Name the specific gifts they give.
Show your gratitude through what they do for you.

I CAN | I can write my own poem that shows gratitude by naming gifts.

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Grade 3 · Cluster 3 · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 15 of 36 · Cluster 3 · Module 3 · 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.”

▶ Read the Your Turn task. Students work independently.

“Use the craft move we studied all week.”

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

ANSWER KEY: Answers vary. See slide.

CHECK FOR UNDERSTANDING

Scan for students who use the craft move.

COMMON MISCONCEPTION

Students may write without the craft move. Require it.

POSSIBLE STUDENT QUESTION

How long should my writing be?

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the craft.

RAISE THE THINKING

Ask an early finisher to check their craft move.

Answers, across the five thinking levels.

NOTICE The poet names “cream” and “apple-tart.” Those are the specific gifts that show the poet’s gratitude.

CHOOSE C. “I love with all my heart” states the gratitude directly. B and C describe the cow’s life but do not show thanks.

SHOW Naming cream and apple-tart makes the gift real and specific. The reader can taste the gratitude instead of just hearing it.

OWN Answers vary. One example: “The friendly tree all tall and green, / I love with all my heart: / It gives me shade on summer days, / A cool and quiet part.”

DEFEND Saying “thank you” is quick and forgettable. Naming the cream, the tart, the meadow, and the flowers makes the reader feel each gift. The naming IS the gratitude.

YOUR TURN Answers vary. One example: “The friendly oven, warm and wide, / I love with all my heart: / It gives me bread with golden crust, / And cinnamon apple tart.”

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Grade 3 · Cluster 3 · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 15 of 36 · Cluster 3 · Module 3 · 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.”

▶ Reveal the answer slide one row at a time.

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

▶ Celebrate students who explained how the craft move works.

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?

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask what would change with a different craft move.

READ THIS POEM · FROM "TIME TO RISE" BY ROBERT LOUIS STEVENSON (1885)

**"A birdie with a yellow bill
Hopped upon my window sill,
Cocked his shining eye and said:
'Ain't you 'shamed, you sleepy-head!'"**

Why does the poet let the bird speak instead of just saying it is time to wake up?

- A** To teach the reader what birds say.
- B** To make the wake-up call playful and fun.
- C** To show that birds are smarter than people.
- D** To explain why children sleep late.

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Grade 3 · Cluster 3 · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 15 of 36 · Cluster 3 · Module 3 · 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 'Time to Rise.'"

▶ Read the text 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 author's purpose.

COMMON MISCONCEPTION

Choosing by guess.

POSSIBLE STUDENT QUESTION

Two choices seem close.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action.

RAISE THE THINKING

Ask why each wrong choice is wrong.

The answer is B.

- A To teach the reader what birds say.**
Birds do not actually speak English. The poet gives the bird words to make the moment playful.
- B To make the wake-up call playful and fun.**
Correct.
The bird's teasing voice makes getting up feel like a game instead of an order. The personification turns a boring moment into a poem.
- C To show that birds are smarter than people.**
The poem is not comparing intelligence. The bird is a playful character, not a teacher.
- D To explain why children sleep late.**
The poem does not explain why. It shows a fun way of being woken up.

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Grade 3 · Cluster 3 · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 15 of 36 · Cluster 3 · Module 3 · slide 11 of 11

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 B."

▶ Reveal each choice's reason.

"Each wrong choice does not match what the text does."

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

ANSWER KEY: See slide for full answer.

CHECK FOR UNDERSTANDING

Students can explain why B fits.

COMMON MISCONCEPTION

Knowing the answer but not why.

POSSIBLE STUDENT QUESTION

Why are the wrong answers wrong?

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 text.