

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

Questions That Create Wonder

from “Is the Moon Tired?” by Christina Rossetti (1872)

A poet can create a feeling of wonder by asking questions instead of stating facts. Rossetti asks if the moon is tired and describes what the moon does. The questions invite the reader to look up and wonder. This week we notice how questions create a mood.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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 questions that create wonder.”

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

“Our mentor text is Is the Moon Tired?. The poet asks if the moon is tired and describes what the moon does. The question creates wonder.”

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

PREP & MATERIALS: the Published Texts and Mentor Texts slide deck for Cluster 4 Module 1 · a copy of “Is the Moon Tired?” (Rossetti, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Is the Moon Tired? · How Many Seconds in a Minute? (test item)

CHECK FOR UNDERSTANDING

Ask a student what questions that create wonder 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 asks questions instead of stating facts.

Is the Moon Tired?

Is the moon tired? she looks so pale
Within her misty veil:
She scales the sky from east to west,
And takes no rest.

Before the coming of the night
The moon shows papery white;
Before the dawning of the day
She fades away.

SOURCE · PUBLIC DOMAIN

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

I CAN | I can read a published text and notice the author's craft move.

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Grade 3 · Cluster 4 · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 17 of 36 · Cluster 4 · Module 1 · 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 questions that create wonder 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 the question the poet asks to create wonder."

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 question.

Find the question that opens the poem. What feeling does it create?

"Is the moon tired?"
"she looks so pale / Within her misty veil"

I CAN | I can notice how the poet uses a question to create wonder.

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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."

▶ 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 creates the most wonder."

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 most wondering line.

Which line makes the reader wonder the most?

- A "Is the moon tired? she looks so pale"
- B "She scales the sky from east to west"
- C "Before the dawning of the day"

I CAN | I can choose the line that creates the most wonder.

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Grade 3 · Cluster 4 · 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."

▶ 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: A. 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 the question makes the reader wonder."

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 question works.

How does asking "Is the moon tired?" change how the reader sees the moon?

"Is the moon **tired? she looks so **pale**"**

The question makes the reader look up and wonder. Why?

I CAN | I can show how a question changes the way the reader sees something.

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Grade 3 · Cluster 4 · 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."

▶ 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 question that creates wonder."

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 a question about something in nature, then describe what you see that makes you wonder.

Is the _____ ? It looks so _____.

I CAN | I can write a question that creates wonder about something in nature.

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Grade 3 · Cluster 4 · 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."

▶ 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 a question is stronger than a statement."

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 said "The moon is tired." Why does the question work better?

"Is the moon tired?" (question)
"The moon is tired." (statement) Which one makes the reader look up and think?

I CAN | I can defend why a question creates more wonder than a statement.

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Grade 3 • Cluster 4 • 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."

▶ 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 wonder poem.

Choose something in nature. Open with a question, then describe what you see that makes you wonder.

Open with a question about something in nature.
Describe what you see that makes you wonder.
Let the question stay unanswered, the way Rossetti did.

I CAN | I can write my own poem that creates wonder through questions.

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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.”

▶ 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 “Is the moon tired?” The question opens the poem and makes the reader look up and wonder.

CHOOSE A. The question + “pale” create the most wonder. B and C describe but do not ask.

SHOW Asking “Is the moon tired?” treats the moon like a person who might need rest. The reader starts imagining and wondering, which is the craft move.

OWN Answers vary. One example: “Is the sun lonely? It shines so bright, alone up in the empty sky.”

DEFEND A statement tells the reader what to think. A question invites the reader to wonder. The reader who wonders keeps thinking long after the poem ends.

YOUR TURN Answers vary. One example: “Is the river lost? It wanders on and on, through the woods, past the town, and never stops to rest.”

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 "HOW MANY SECONDS IN A MINUTE?" BY CHRISTINA ROSSETTI (1872)

**"How many seconds in a minute?
Sixty, and no more in it.
How many minutes in an hour?
Sixty for sun and shower.
How many hours in a day?
Twenty-four for work and play."**

Why does the poet answer each question right away instead of leaving them open?

- A** To teach the reader how to read a clock.
- B** To show that the poet knows more than the reader.
- C** To create a rhythm that feels like a clock ticking.
- D** To explain why days feel long.

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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 'How Many Seconds in a Minute?.'"

▶ 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 C.

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 C.

- A To teach the reader how to read a clock.**
The poem uses time as material for rhythm, not as a math lesson.
- B To show that the poet knows more than the reader.**
The answers are common knowledge. The poet is not showing off. The purpose is rhythm.
- C To create a rhythm that feels like a clock ticking.**
Correct.
Each question and answer pair clicks along like seconds and minutes. The rhythm IS the craft move. The poem sounds like time passing.
- D To explain why days feel long.**
The poem does not say days feel long. It counts time with a steady beat.

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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 C."

▶ Reveal each choice's reason.

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

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

ANSWER KEY: See slide for full answer.

CHECK FOR UNDERSTANDING

Students can explain why C 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.