

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

Speed and Movement in Poetry

from “From a Railway Carriage” by Robert Louis Stevenson (1885)

A poet can make the reader feel speed by listing images that fly past. Stevenson names bridges, houses, hedges, ditches, horses, and cattle, all in a rush. The speed of the list IS the craft move. This week we notice how fast images create the feeling of movement.

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 4 · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 19 of 36 · Cluster 4 · 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 speed and movement in poetry.”

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

“Our mentor text is From a Railway Carriage. The poet lists images that fly past from a train window, creating the feeling of speed.”

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

PREP & MATERIALS: the Published Texts and Mentor Texts slide deck for Cluster 4 Module 3 · a copy of “From a Railway Carriage” (Stevenson, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

From a Railway Carriage · Fairy Bread (test item)

CHECK FOR UNDERSTANDING

Ask a student what speed and movement in poetry 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 fast. Feel the speed. Notice how the images fly past like scenery from a train.

From a Railway Carriage

Faster than fairies, faster than witches,
Bridges and houses, hedges and ditches;
And charging along like troops in a battle
All through the meadows the horses and cattle:
All of the sights of the hill and the plain
Fly as thick as driving rain;
And ever again, in the wink of an eye,
Painted stations whistle by.

Here is a child who clammers and scrambles,
All by himself and gathering brambles;
Here is a tramp who stands and gazes;
And here is the green for stringing the daisies!
Here is a cart run away in the road
Lumping along with man and load;
And here is a mill and there is a river:
Each a glimpse and gone for ever!

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."

▶ 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 speed and movement in poetry 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 fast images that create the feeling of speed."

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 speed.

Find a pair of images that fly past, one after the other, with no pause.

"Bridges and houses, hedges and ditches"

Each image appears and vanishes. The list moves like the train.

I CAN | I can notice how fast images create the feeling of speed.

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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 moves the fastest."

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 fastest line.

Which line makes you feel the speed of the train?

A "Here is a child who clammers and scrambles"

B "And here is the green for stringing the daisies!"

C "Each a glimpse and gone for ever!"

I CAN | I can choose the line that creates the strongest feeling of speed.

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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: 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 the list creates the feeling of movement."

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 speed works.

Why does listing so many images in a rush make the reader feel the train moving?

"Fly as thick as driving rain"
"Each a glimpse and gone for ever!"

I CAN | I can show how a rush of images creates the feeling of movement.

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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 fast images that create speed."

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 list fast images from a car window, a bike ride, or a running race. Make the list rush.

_____ and _____, _____ and _____,
Each a glimpse and gone!

I CAN | I can write a rush of images that makes the reader feel speed.

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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 fast images are stronger than saying the train is fast."

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 train goes very fast." Why does the list of images work better?

"Bridges and houses, hedges and ditches"

The list rushes past like the view from the window. Why does that beat saying "fast"?

I CAN | I can defend why showing speed through images is stronger than stating it.

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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 speed poem.

Choose a moment of speed (running, biking, riding). List the images that fly past, one after another, with no pause.

**Choose a moment of speed.
List the images that fly past.
End with “each a glimpse and gone!” or your own speed ending.**

I CAN | I can write my own poem where a rush of images creates the feeling of speed.

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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 “Bridges and houses, hedges and ditches” rush past with no pause. The list moves like the train.

CHOOSE C. “Each a glimpse and gone for ever!” captures the speed most powerfully. B and C slow down to describe one thing.

SHOW The words “driving rain” and “glimpse” make the reader feel things appearing and vanishing. The fast list IS the speed.

OWN Answers vary. One example: “Mailboxes and fences, porches and swings, / Each a flash and gone!”

DEFEND Saying “fast” is one flat word. Listing bridges, houses, hedges, ditches makes the reader’s eyes race across the page. The reader feels the speed instead of just hearing about it.

YOUR TURN Answers vary. One example: “Sidewalk and shadow, puddle and gate, / Faster and faster, I cannot wait! / Each a blur and gone!”

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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.”

▶ 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 “FAIRY BREAD” BY ROBERT LOUIS STEVENSON (1885)

**“Come up here, O dusty feet!
Here is fairy bread to eat.
Here in my retiring room,**

**Children, you may dine
On the golden smell of broom
And the shade of pine;**

**And when you have eaten well,
Fairy stories hear and tell.”**

Why does the poet call the food “fairy bread” instead of just saying “come and eat”?

- A** To teach the reader how to bake fairy bread.
- B** To warn children that the food is not real.
- C** To make an ordinary outdoor meal feel magical and special.
- D** To explain what fairies eat for dinner.

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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 ‘Fairy Bread.’”

▶ 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 bake fairy bread.**
There is no recipe. The “bread” is made of smells and shade, not flour.
- B To warn children that the food is not real.**
The poet is not warning. The tone is an invitation, not a caution.
- C To make an ordinary outdoor meal feel magical and special.**
Correct.
The “fairy bread” is really the smell of flowers and the shade of trees. The poet transforms an outdoor picnic into something enchanted. That transformation is the craft.
- D To explain what fairies eat for dinner.**
The poem is not about real fairies. It transforms an ordinary moment into something magical.

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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.