

Published Texts & Mentor Texts Tracking Sheet

Week 19 of 36

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

GRADE 3 • CLUSTER 4 • MODULE 3 • TEKS 3.10(A) • 3.12(A) • PUBLISHED TEXTS & MENTOR TEXTS from “From a Railway Carriage” (Robert Louis Stevenson, 1885)

Name: _____

Date: _____



NOTICE

Monday

Notice the craft move.

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



CHOOSE

Tuesday

Choose the best example.

Which line creates the strongest feeling of speed: A, B, or C? Write the letter and the line.



SHOW

Wednesday

Show how the craft move works.

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



OWN

Thursday

Own it. Try the craft move.

Write two lines that list fast images from a car window or a running race.



DEFEND

Friday

Defend the author's choice.

Why is showing speed through images stronger than saying the train is fast?

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 19 of 36

Show what you know and hunt for craft moves.

GRADE 3 • CLUSTER 4 • MODULE 3 • TEKS 3.10(A) • 3.12(A) • PUBLISHED TEXTS & MENTOR TEXTS from “From a Railway Carriage” (Robert Louis Stevenson, 1885)

Your turn.

Write your own speed poem. Choose a moment of speed. List the images that fly past. End with your own speed ending.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Craft Hunter

Go back to “Fairy Bread” 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 fast images that create speed.			
I can choose the line that moves the fastest.			
I can show how a rush of images creates movement.			
I can write fast images that make the reader feel speed.			