

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

Metaphor: Calling One Thing Another

from “My Bed is a Boat” by Robert Louis Stevenson (1885)

A poet can call one thing another to help the reader see it in a new way. Stevenson calls his bed a boat, his blanket a sail, and his room a pier. This craft move is called metaphor. This week we notice how calling one thing another changes how we see it.

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 5 · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 21 of 36 · Cluster 5 · 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 metaphor: calling one thing another.”

▶ Show the cover. Read the TEKS wording aloud.

“Our mentor text is My Bed is a Boat. The poet calls his bed a boat, his room a pier, and bedtime a voyage.”

▶ Preview the five thinking levels.

PREP & MATERIALS: the slide deck for Cluster 5 Module 1 · “My Bed is a Boat” (Stevenson) · tracking sheet · pencils

THE MENTOR TEXT

My Bed is a Boat · O Lady Moon (test)

CHECK FOR UNDERSTANDING

Ask what metaphor: calling one thing another means.

RAISE THE THINKING

Ask how this is different from last week.

Read the published poem.

Read it aloud slowly. Notice how the poet calls one thing another.

My Bed is a Boat

My bed is like a little boat;
Nurse helps me in when I embark;
She girds me in my sailor's coat
And starts me in the dark.

At night I go on board and say
Good-night to all my friends on shore;
I shut my eyes and sail away
And see and hear no more.

And sometimes things to bed I take,
As prudent sailors have to do;
Perhaps a slice of wedding-cake,
Perhaps a toy or two.

All night across the dark we steer;
But when the day returns at last,
Safe in my room beside the pier,
I find my vessel fast.

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 ·

Read the Published Text

 ~6 min

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

"This is our published mentor text."

▶ Read the text aloud twice.

"Notice the craft move."

▶ Point to the key moment.

"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: See slide.

CHECK FOR UNDERSTANDING

Point to the craft move.

COMMON MISCONCEPTION

Confusing a detail with the craft move.

POSSIBLE STUDENT QUESTION

How is this different from a regular story?

RPLD EVIDENCE & ADVICE

Keep it joyful.

RAISE THE THINKING

What did you notice?

TODAY'S THINKING JOB

NOTICE

"I can notice where the poet calls one thing another."

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 metaphor.

Find a line where the poet calls his bed something else.

"My bed is like a little boat"
"Safe in my room beside the pier"

I CAN | I can notice where the poet calls one thing another.

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Grade 3 • Cluster 5 • 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 job is NOTICE."

▶ Read the I can statement and task.

"Find the craft move."

▶ Read key lines. Students write on NOTICE row.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Read the craft move aloud.

COMMON MISCONCEPTION

Too much or too little copied.

RPLD EVIDENCE & ADVICE

Keep demand at Foundational.

RAISE THE THINKING

What do you see or feel?

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest metaphor."

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 metaphor.

Which line best shows the poet calling one thing another?

A "She girds me in my sailor's coat"

B "I find my vessel fast."

C "Perhaps a slice of wedding-cake"

I CAN | I can choose the strongest metaphor.

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Grade 3 • Cluster 5 • 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 job is CHOOSE."

▶ Read the task.

"Which is the best example?"

▶ Choose privately, share with partner.

ANSWER KEY: B. See slide.

CHECK FOR UNDERSTANDING

Why is your choice strongest?

COMMON MISCONCEPTION

Picking by interest, not craft.

RPLD EVIDENCE & ADVICE

Keep demand at Developing.

RAISE THE THINKING

What makes A stronger?

TODAY'S THINKING JOB

SHOW

"I can show how the metaphor changes how the reader sees."

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 metaphor works.

How does calling the room a "pier" change how the reader sees waking up?

"Safe in my room beside the **pier**,"
"I find my **vessel** fast."

I CAN | I can show how calling one thing another changes how the reader sees.

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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 job is SHOW."

▶ Read the task.

"Explain how the craft move works."

▶ Take 2-3 answers.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Point to the words that work.

COMMON MISCONCEPTION

Describing without explaining why.

RPLD EVIDENCE & ADVICE

Keep demand at Independent.

RAISE THE THINKING

What would change without this move?

TODAY'S THINKING JOB

OWN

"I can write my own metaphor."

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 ordinary (your desk, a backpack, a playground). Call it something else that changes how we see it.

My desk is a _____.
I open my books and _____.

I CAN | I can write a metaphor that calls one thing another.

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Grade 3 · Cluster 5 · 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 job is OWN."

▶ Read the task.

"Try the craft move."

▶ Two minutes writing. Share two examples.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for the craft move.

COMMON MISCONCEPTION

Writing without the move.

RPLD EVIDENCE & ADVICE

First try at the craft move.

RAISE THE THINKING

Where did you use it?

TODAY'S THINKING JOB

DEFEND

"I can defend why calling one thing another is stronger."

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 "I sleep in my bed." Why does calling the bed a boat make the poem come alive?

"My bed is like a little boat"
vs. "I sleep in my bed." Which one makes the reader see more?

I CAN | I can defend why metaphor is stronger than plain description.

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Grade 3 • Cluster 5 • 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 job is DEFEND."

▶ Read the task.

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

▶ Write a because statement.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why it is stronger.

COMMON MISCONCEPTION

Saying "it sounds better" without why.

RPLD EVIDENCE & ADVICE

Keep demand at Reflective.

RAISE THE THINKING

Name another text that uses this move.

Write your own metaphor poem.

Choose something ordinary. Call it something extraordinary. Build a whole poem around the new name.

Choose something ordinary.
Call it something extraordinary.
Use the new name to build a whole poem.

I CAN | I can write my own metaphor poem.

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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)

“Your turn.”

▶ Read the task. Students work independently.

“Use the craft move.”

▶ Circulate.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for the craft move.

COMMON MISCONCEPTION

Writing without the move.

RPLD EVIDENCE & ADVICE

Independent practice.

RAISE THE THINKING

Check your craft move.

Answers, across the five thinking levels.

NOTICE The poet calls the bed a “**boat**,” the room a “**pier**,” and the bed a “**vessel**.” Each word turns ordinary bedtime into a voyage.

CHOOSE B. “My vessel fast” calls the bed a ship that is tied up at port. That is the strongest metaphor.

SHOW Calling the room a “pier” makes waking up feel like arriving safely at port. The reader sees the bedroom as a harbor.

OWN Answers vary. One example: “**My desk is a command center. I open my books and launch my missions.**”

DEFEND Saying “I sleep in my bed” is flat. Calling the bed a boat lets the reader sail with the child. Metaphor turns a fact into a feeling.

YOUR TURN Answers vary. One example: “**My backpack is a treasure chest. I reach inside and find the tools for every quest.**”

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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)

“Check our work.”

▶ Reveal answers one by one.

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

▶ Celebrate explanations.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain how the craft move works.

COMMON MISCONCEPTION

Naming without explaining.

RPLD EVIDENCE & ADVICE

OWN turns into DEFEND.

RAISE THE THINKING

What would change with a different move?

READ THIS POEM · FROM “O LADY MOON” BY CHRISTINA ROSSETTI (1872)

**“O Lady Moon, your horns point toward the east:
Shine, be increased;
O Lady Moon, your horns point toward the west:
Wane, be at rest.”**

Why does the poet call the moon “Lady Moon” instead of just “the moon”?

- A** To teach the reader the moon’s scientific name.
- B** To show that the moon is a woman.
- C** To explain why the moon changes shape.
- D** To make the moon feel like a person the reader can speak to.

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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)

“Test-style question on ‘O Lady Moon.’”

▶ Read text and question.

“Read all four choices.”

▶ Choose privately.

ANSWER KEY: The answer is D.

CHECK FOR UNDERSTANDING

Choose by the author’s purpose.

COMMON MISCONCEPTION

Choosing by guess.

RPLD EVIDENCE & ADVICE

DEFEND in action.

RAISE THE THINKING

Why is each wrong choice wrong?

The answer is D.

- A To teach the reader the moon’s scientific name.**
“Lady Moon” is not a scientific name. It is a poetic name that creates a feeling.
- B To show that the moon is a woman.**
The poem uses “Lady” as a craft move, not as a fact. The purpose is personification, not gender.
- C To explain why the moon changes shape.**
The poem describes the moon’s phases but does not explain them. The purpose is to create a mood, not to teach science.
- D To make the moon feel like a person the reader can speak to.**
Correct.
Calling the moon “Lady Moon” gives her a title and a personality. The reader feels like they are talking to someone, not just looking at the sky.

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The Answer, and Why

 ~4 min

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

“The answer is D.”

▶ Reveal each reason.

“Each wrong choice does not match.”

▶ Write one sentence explaining why.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why D fits.

COMMON MISCONCEPTION

Knowing without why.

RPLD EVIDENCE & ADVICE

Highest DEFEND move.

RAISE THE THINKING

Write a new question.