

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

Repetition That Creates a Feeling

from “Fly Away, Fly Away Over the Sea” by Christina Rossetti (1872)

A poet can repeat words to build a feeling. Rossetti repeats “fly away” and “come again” to create a rhythm of leaving and returning. The repetition makes the reader feel the longing. This week we notice how repeated words create mood.

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 23 of 36 · Cluster 5 · 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 repetition that creates a feeling.”

▶ Show the cover. Read the TEKS wording aloud.

“Our mentor text is Fly Away, Fly Away Over the Sea. The poet repeats fly away and come again to build a rhythm of longing.”

▶ Preview the five thinking levels.

PREP & MATERIALS: the slide deck for Cluster 5 Module 3 · “Fly Away, Fly Away Over the Sea” (Rossetti) · tracking sheet · pencils

THE MENTOR TEXT

Fly Away, Fly Away Over the Sea · Looking Forward (test)

CHECK FOR UNDERSTANDING

Ask what repetition that creates a feeling means.

RAISE THE THINKING

Ask how this is different from last week.

Read the published poem.

Read it aloud slowly. Listen to the repeated words and feel the rhythm they create.

Fly Away, Fly Away Over the Sea

Fly away, fly away over the sea,
Sun-loving swallow, for summer is done;
Come again, come again, come back to me,
Bringing the summer and bringing the sun.

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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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 the repeated words that create a feeling."

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 repetition.

Find the words the poet repeats. What feeling do they create?

"Fly away, fly away over the sea"
"Come again, come again, come back to me"

I CAN | I can notice the repeated words that create a feeling.

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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 line where repetition is strongest."

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 repetition.

Which line uses repetition to build the strongest feeling?

- A** "Come again, come again, come back to me"
- B** "Sun-loving swallow, for summer is done"
- C** "Bringing the summer and bringing the sun"

I CAN | I can choose the line where repetition is strongest.

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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: A. 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 repetition creates the feeling."

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 repetition works.

Why does saying "come again, come again" make the reader feel the longing?

"Come again, come again, come back to me"

The repeated words sound like calling someone back. Why does that build longing?

I CAN | I can show how repeated words build a feeling.

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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 lines that use repetition to create a feeling."

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 repeat a word or phrase to create a feeling of joy, sadness, or excitement.

**Come home, come home, _____,
Bringing the _____ and bringing the _____.**

I CAN | I can write my own lines that use repetition to build a feeling.

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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 repetition creates a stronger feeling than saying it once."

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 "Come back to me." Why does "Come again, come again, come back to me" feel stronger?

"Come again, come again, come back to me"
vs. "Come back to me." Which one makes you feel the longing?

I CAN | I can defend why repeating words builds a stronger feeling.

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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 repetition poem.

Choose a feeling (longing, joy, excitement). Repeat a word or phrase to build that feeling, the way Rossetti repeated “come again.”

Choose a feeling to build.
Repeat a word or phrase to make the reader feel it.
Let the repetition do the work.

I CAN | I can write my own poem where repetition builds the feeling.

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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 repeats “**fly away**” and “**come again**” to build a rhythm of leaving and wanting.

CHOOSE A. “Come again, come again, come back to me” repeats three times. The longing grows with each repetition.

SHOW Saying “come again” once asks. Saying it twice pleads. Saying “come back to me” after that completes the call. Each repetition adds weight.

OWN Answers vary. One example: “**Come home, come home, my little cat, / Bringing your purr and bringing your nap.**”

DEFEND Saying it once is a request. Repeating it makes it a plea. The repetition lets the reader hear the longing building, and that builds the feeling in the reader too.

YOUR TURN Answers vary. One example: “**Run fast, run fast, the finish line is near! / Faster, faster, the crowd begins to cheer!**”

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 “LOOKING FORWARD” BY ROBERT LOUIS STEVENSON (1885)

**“When I am grown to man’s estate
I shall be very proud and great,
And tell the other girls and boys
Not to meddle with my toys.”**

Why does the poet end with “Not to meddle with my toys” instead of a grown-up plan?

- A** To teach children to share their toys.
- B** To warn children that adults do not play with toys.
- C** To explain why grown-ups are proud.
- D** To show that the child’s idea of being grown up is funny and innocent.

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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 ‘Looking Forward.’”

▶ 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 children to share their toys.**
The poem does not teach sharing. It shows a child's sweet misunderstanding of adulthood.
- B To warn children that adults do not play with toys.**
There is no warning. The tone is playful, not serious.
- C To explain why grown-ups are proud.**
The poem is from a child's point of view. It does not explain real adult pride.
- D To show that the child's idea of being grown up is funny and innocent.**
Correct.
The child imagines being "proud and great" but the biggest plan is protecting toys. The gap between the grand words and the small wish is what makes the poem charming.

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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.