

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

Two Views of the Same Thing

from “The Moon” by Robert Louis Stevenson (1885)

A poet can show two views of the same thing. Stevenson shows the moon shining on night creatures (the cat, the mouse, the dog, the bat) and then shows the day creatures sleeping. The contrast between the two worlds IS the craft move. This week we notice how contrasting views build a complete picture.

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 6 · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 25 of 36 · Cluster 6 · 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 two views of the same thing.”

▶ Show the cover. Read the TEKS wording aloud.

“Our mentor text is The Moon. The poet contrasts night creatures awake with day creatures asleep to show the moon’s world.”

▶ Preview the five thinking levels.

PREP & MATERIALS: the slide deck for Cluster 6 Module 1 · “The Moon” (Stevenson) · tracking sheet · pencils

THE MENTOR TEXT

The Moon · The Vain Jackdaw (test)

CHECK FOR UNDERSTANDING

Ask what two views of the same thing means.

RAISE THE THINKING

Ask how this is different from last week.

Read the published poem.

Read it aloud slowly. Notice how the poem shows two different worlds: the night and the day.

The Moon

The moon has a face like the clock in the hall;
She shines on thieves on the garden wall,
On streets and fields and harbour quays,
And birdies asleep in the forks of the trees.

The squalling cat and the squeaking mouse,
The howling dog by the door of the house,

The bat that lies in bed at noon,
All love to be out by the light of the moon.

But all of the things that belong to the day
Cuddle to sleep to be out of her way;
And flowers and children close their eyes
Till up in the morning the sun shall arise.

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 the two views the poet contrasts."

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 contrast.

Find where the poem shifts from night creatures to day creatures.

"All love to be out by the light of the moon."
"But all of the things that belong to the day / Cuddle to sleep"

I CAN | I can notice the contrast between the two views.

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Grade 3 · Cluster 6 · 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 that shows the contrast most clearly."

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 clearest contrast.

Which line best shows the shift from night to day?

A "The moon has a face like the clock in the hall"

B "But all of the things that belong to the day / Cuddle to sleep to be out of her way"

C "The squalling cat and the squeaking mouse"

I CAN | I can choose the line that shows the contrast most clearly.

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Grade 3 · Cluster 6 · 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 contrasting two views builds a complete picture."

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 contrast works.

Why does showing night creatures and then day creatures give the reader a complete picture?

Night: "The squalling cat and the squeaking mouse"

Day: "Flowers and children close their eyes"

I CAN | I can show how two contrasting views build a fuller picture than one view alone.

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Grade 3 · Cluster 6 · Published Texts & Mentor Texts · Wednesday

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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 two contrasting views."

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 show two views of the same place at different times.

In the morning, the playground _____.
But at night, the playground _____.

I CAN | I can write two contrasting views of the same thing.

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Grade 3 · Cluster 6 · 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 contrasting two views is stronger than showing one."

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 shown only the night. Why does adding the day make the poem stronger?

Night world: awake and loud.

Day world: asleep and quiet. Why does the contrast make the reader see the moon's power?

I CAN | I can defend why showing two views is stronger than showing one.

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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 contrast poem.

Choose one place. Show it at two different times (morning and night, summer and winter, empty and full). Let the contrast build the picture.

**Choose one place.
Show it at two different times.
Let the contrast paint the full picture.**

I CAN | I can write my own poem where contrasting views build a complete picture.

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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 poem shifts from **night creatures awake** to **day creatures asleep**. The contrast shows the moon's world.

CHOOSE B. "But all of the things that belong to the day / Cuddle to sleep" is where the poem turns from night to day. That contrast is the strongest moment.

SHOW Night is loud (squalling, squeaking, howling). Day is quiet (cuddle, close their eyes). The contrast proves the moon rules a completely different world.

OWN Answers vary. One example: "In the morning, the playground rings with laughter. / But at night, the swings hang still and the slide sleeps in the dark."

DEFEND Showing only the night gives half the picture. Adding the day lets the reader feel the shift. The contrast is what makes the moon's world feel magical and separate.

YOUR TURN Answers vary. One example: "In summer, the pond hums with frogs and dragonflies. / In winter, the pond lies frozen and still, a mirror for the sky."

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 PASSAGE EXCERPT • FROM “THE VAIN JACKDAW” (AESOP, TRANS. TOWNSEND, 1867)

“The Jackdaw, knowing his own ugliness, searched through the woods and fields, and collected the feathers which had fallen from the wings of his companions, and stuck them in all parts of his body. When Jupiter proposed to make him king because of the beauty of his plumage, the birds indignantly protested, and each plucked from him his own feathers, leaving the Jackdaw nothing but a Jackdaw.”

What message does the author want the reader to learn?

- A** Jackdaws are the ugliest birds.
- B** Jupiter should not choose kings by looks.
- C** Borrowed beauty does not make you beautiful.
- D** Birds should keep their feathers to themselves.

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Show What You Know

 ~4 min

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

“Test-style question on ‘The Vain Jackdaw.’”

▶ Read text and question.

“Read all four choices.”

▶ Choose privately.

ANSWER KEY: The answer is C.

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 C.

Jackdaws are the ugliest birds.

- A** The story says the Jackdaw knew his own ugliness, but the message is about borrowed beauty, not about which bird is ugliest.

Jupiter should not choose kings by looks.

- B** Jupiter's mistake is part of the story, but the message is about the Jackdaw's false beauty.

Borrowed beauty does not make you beautiful.

Correct.

- C** The Jackdaw tried to look beautiful using other birds' feathers. When they took them back, he had nothing. The author teaches that pretending to be what you are not leaves you with nothing.

Birds should keep their feathers to themselves.

- D** The feathers are a story detail. The message is about not pretending to be what you are not.

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The Answer, and Why

 ~4 min

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

"The answer is C."

▶ Reveal each reason.

"Each wrong choice does not match."

▶ Write one sentence explaining why.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why C fits.

COMMON MISCONCEPTION

Knowing without why.

RPLD EVIDENCE & ADVICE

Highest DEFEND move.

RAISE THE THINKING

Write a new question.