

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

Contrast Between Two Seasons

from “**Bed in Summer**” by **Robert Louis Stevenson (1885)**

A poet can show a feeling by contrasting two opposite experiences. Stevenson contrasts winter (getting up in the dark) with summer (going to bed while it is still light). The contrast between the two makes the reader feel each season. This week we notice how contrast builds meaning.

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

Week 26 of 36 · Cluster 6 · Module 2 · slide 1 of 11

SLIDE 1 OF 11 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction

“This week we study contrast between two seasons.”

▶ Show the cover. Read the TEKS wording aloud.

“Our mentor text is Bed in Summer.”

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 6 Module 2 · “Bed in Summer” (Robert Louis Stevenson, 1885) · tracking sheet · pencils

THE MENTOR TEXT

Bed in Summer · The Swallow and the Crow (test)

CHECK FOR UNDERSTANDING

Ask what contrast between two seasons means.

RAISE THE THINKING

Ask how this differs from last week.

Read the published poem.

Read it aloud slowly. Notice how the poet contrasts winter and summer.

Bed in Summer

In winter I get up at night
And dress by yellow candle-light.
In summer quite the other way,
I have to go to bed by day.

I have to go to bed and see
The birds still hopping on the tree,
Or hear the grown-up people's feet
Still going past me in the street.

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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SLIDE 2 OF 11 ·

Read the Published Text

 ~6 min

" " = say word-for-word · ▶ = teacher direction

"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.

RPLD EVIDENCE & ADVICE

Keep it joyful.

RAISE THE THINKING

What did you notice?

TODAY'S THINKING JOB

NOTICE

"I can notice the contrast between winter and summer."

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 the two lines that show winter and summer as opposites.

"In winter I get up at **night**"
"In summer... I have to go to bed by **day**."

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

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SLIDE 3 OF 11 •
Monday • NOTICE

~4 min

" " = say word-for-word • ▶ = teacher direction

"Today's job is NOTICE."

▶ Read the task.

"Find the craft move."

▶ Students write on NOTICE row.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Read the craft move aloud.

RPLD EVIDENCE & ADVICE

Foundational level.

RAISE THE THINKING

What do you 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 feeling of being sent to bed while it is still light?

A "In winter I get up at night"

B "And dress by yellow candle-light"

C "The birds still hopping on the tree"

I CAN | I can choose the line that makes the contrast strongest.

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SLIDE 4 OF 11 •

Tuesday • CHOOSE

 ~4 min

" " = say word-for-word • ▶ = teacher direction

"Today's job is CHOOSE."

▶ Read the task.

"Which is the best example?"

▶ Choose privately, share.

ANSWER KEY: C.

CHECK FOR UNDERSTANDING

Why is C strongest?

RPLD EVIDENCE & ADVICE

Developing level.

RAISE THE THINKING

What makes it stronger?

TODAY'S THINKING JOB

SHOW

"I can show how the contrast 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 contrast works.

The birds and the grown-ups are still awake. How does that make the child's bedtime feel unfair?

"The birds still hopping on the tree"
"The grown-up people's feet / Still going past me"

I CAN | I can show how naming what is still happening makes the contrast stronger.

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SLIDE 5 OF 11 •

Wednesday • SHOW

 ~4 min

" " = say word-for-word • ▶ = teacher direction

"Today's job is SHOW."

▶ Read the task.

"Explain how it works."

▶ Take 2-3 answers.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Point to the words.

RPLD EVIDENCE & ADVICE

Independent level.

RAISE THE THINKING

What would change without it?

TODAY'S THINKING JOB

OWN

"I can write a contrast between two times."

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 contrast two opposite times (morning/night, weekday/weekend, school/vacation).

On school days I _____ ,
But on weekends I _____ .

I CAN | I can write a contrast that makes the reader feel the difference.

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SLIDE 6 OF 11 ·

Thursday · OWN

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Today's job is OWN."

▶ Read the task.

"Try the craft move."

▶ Two minutes writing.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for the move.

RPLD EVIDENCE & ADVICE

Advanced level.

RAISE THE THINKING

Where did you use it?

TODAY'S THINKING JOB

DEFEND

"I can defend why contrast makes the poem 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 written only about summer. Why does adding winter make the poem better?

Winter: dark, candle-light, waking up.

Summer: light, birds, going to bed. Why does the contrast make you feel both?

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

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SLIDE 7 OF 11 •

Friday • DEFEND

 ~4 min

" " = say word-for-word • ▶ = teacher direction

"Today's job is DEFEND."

▶ Read the task.

"Why does this move make it stronger?"

▶ Write a because statement.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why.

RPLD EVIDENCE & ADVICE

Reflective level.

RAISE THE THINKING

Name another text with this move.

Write your own contrast poem.

Choose two opposite times. Show what each one feels like. Let the contrast carry the feeling.

**Choose two opposite times.
Show what each one feels like.
Let the contrast do the work.**

I CAN | I can write my own contrast poem.

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SLIDE 8 OF 11 ·

YOUR TURN

 ~6 min

“ ” = say word-for-word · ▶ = teacher direction

“Your turn.”

▶ Read the task.

“Use the craft move.”

▶ Circulate.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for the move.

RPLD EVIDENCE & ADVICE

Independent practice.

RAISE THE THINKING

Check your move.

Answers, across the five thinking levels.

NOTICE “In winter I get up at night” vs. “I have to go to bed by day.” The contrast between dark mornings and light evenings shows two opposite feelings.

CHOOSE C. “The birds still hopping on the tree” shows the world still awake while the child must sleep. That is the strongest contrast.

SHOW The birds and grown-ups are still active. The child is in bed. Naming what is still happening makes the unfairness of summer bedtime feel real.

OWN Answers vary. One example: “On school days I watch the clock crawl. / On weekends the hours fly by.”

DEFEND Writing only about summer would tell half the story. Adding winter makes the reader feel how different the two seasons are. Contrast doubles the feeling.

YOUR TURN Answers vary. One example: “In the morning the hallway buzzes with noise. / At night I walk through it alone.”

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SLIDE 9 OF 11 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction

“Check our work.”

▶ Reveal answers.

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

▶ Celebrate explanations.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain how it works.

RPLD EVIDENCE & ADVICE

OWN turns into DEFEND.

RAISE THE THINKING

What would change?

READ THIS POEM · FROM “ESCAPE AT BEDTIME” BY ROBERT LOUIS STEVENSON (1885)

**“The lights from the parlour and kitchen shone out
Through the blinds and the windows and bars;
And high overhead and all moving about,
There were thousands of millions of stars.”**

Why does the poet say “thousands of millions” instead of just “many”?

- A** To teach the reader how many stars exist.
- B** To show that the child cannot count very well.
- C** To explain why children should go to bed.
- D** To make the reader feel how enormous and exciting the sky looks to a child.

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SLIDE 10 OF 11 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction

“Test on ‘The Swallow and the Crow.’”

▶ Read text and question.

“Read all four choices.”

▶ Choose privately.

ANSWER KEY: D.

CHECK FOR UNDERSTANDING

Choose by purpose.

RPLD EVIDENCE & ADVICE

DEFEND in action.

RAISE THE THINKING

Why is each wrong?

The answer is D.

- A To teach the reader how many stars exist.**
The poem is not a science lesson. The big number captures a feeling, not a fact.
- B To show that the child cannot count very well.**
The child is not trying to count. The exaggeration is a craft move, not a mistake.
- C To explain why children should go to bed.**
The poem shows a child enchanted by the stars, not a reason for bedtime.
- D To make the reader feel how enormous and exciting the sky looks to a child.**
Correct.
The exaggeration captures how the sky feels to a child sneaking a look before bed. The poet stretches the number to match the wonder.

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SLIDE 11 OF 11 ·

The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction

“The answer is D.”

▶ Reveal reasons.

“Each wrong choice does not match.”

▶ Write one sentence.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why D fits.

RPLD EVIDENCE & ADVICE

Highest DEFEND move.

RAISE THE THINKING

Write a new question.