

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

Climbing Higher to See Further

from “Foreign Lands” by Robert Louis Stevenson (1885)

A poet can build a poem by going higher and higher. Each stanza climbs further up the cherry tree, and the view gets wider. The structure of the poem matches the experience. This week we notice how a poem’s structure can mirror its 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 28 of 36 · Cluster 6 · Module 4 · slide 1 of 11

SLIDE 1 OF 11 ·

Introduce the Week

 ~5 min

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

“This week we study climbing higher to see further.”

▶ Show the cover. Read the TEKS wording aloud.

“Our mentor text is Foreign Lands.”

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 6 Module 4 · “Foreign Lands” (Robert Louis Stevenson, 1885) · tracking sheet · pencils

THE MENTOR TEXT

Foreign Lands · A Good Play (test)

CHECK FOR UNDERSTANDING

Ask what climbing higher to see further means.

RAISE THE THINKING

Ask how this differs from last week.

Read the published poem.

Read it aloud slowly. Notice how the view gets wider as the child climbs higher.

Foreign Lands

Up into the cherry tree
Who should climb but little me?
I held the trunk with both my hands
And looked abroad in foreign lands.

I saw the next door garden lie,
Adorned with flowers, before my eye,

And many pleasant places more
That I had never seen before.

I saw the dimpling river pass
And be the sky's blue looking-glass;
The dusty roads go up and down
With people tramping in to town.

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 how the view gets wider as the child climbs."

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 widening view.

Find how the view changes from stanza 1 (close) to stanza 3 (far away).

Stanza 1: "the cherry tree" (close)

Stanza 3: "the dimpling river" and "dusty roads" (far)

I CAN | I can notice how the poem climbs higher and sees further.

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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 widest view."

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 widest view.

Which line shows the farthest thing the child can see?

A "The dusty roads go up and down / With people tramping in to town"

B "I held the trunk with both my hands"

C "I saw the next door garden lie"

I CAN | I can choose the line that shows the widest view.

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Grade 3 • Cluster 6 • Published Texts & Mentor Texts • Tuesday

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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: A.

CHECK FOR UNDERSTANDING

Why is A strongest?

RPLD EVIDENCE & ADVICE

Developing level.

RAISE THE THINKING

What makes it stronger?

TODAY'S THINKING JOB

SHOW

"I can show how the structure matches the meaning."

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 structure works.

The child climbs, and each stanza shows a wider view. How does that structure match the meaning?

Stanza 1: the tree. Stanza 2: the garden. Stanza 3: the river and town.
The poem climbs. The view grows. The structure IS the experience.

I CAN | I can show how the poem's structure mirrors its meaning.

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

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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 poem that builds by going further.”

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 three short lines, each one seeing further than the last.

From my window I see _____.
From the rooftop I see _____. From the sky I see _____.

I CAN | I can write lines that build by going further and further.

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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 the climbing structure works."

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 listed everything the child sees in one stanza. Why does building stanza by stanza work better?

Stanza by stanza, the view grows.

Why does letting the reader climb with the child make the poem feel real?

I CAN | I can defend why building the poem one step at a time is stronger.

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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 climbing poem.

Pick a place where you go higher (a hill, stairs, a ladder). Write three lines, each one seeing further than the last.

**Pick a place where you go higher.
Write three lines, each seeing further.
Let the structure match the climb.**

I CAN | I can write my own poem where the structure matches the experience.

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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 The child sees the **tree** (close), then the **garden** (next door), then the **river and roads** (far away). Each stanza climbs higher.

CHOOSE **A.** The dusty roads and town are the farthest. The garden (C) is close, and the tree trunk (B) is the starting point.

SHOW Each stanza adds distance. The poem climbs with the child. The reader feels the view opening up, and that feeling IS the meaning.

OWN Answers vary. One example: “**From my window I see the fence. From the rooftop I see the park. From the sky I see the ocean.**”

DEFEND Listing everything at once is flat. Building stanza by stanza lets the reader climb with the child. The slow reveal makes each new view exciting.

YOUR TURN Answers vary. One example: “**From the first step I see the yard. From the top step I see the street. From the roof I see the world.**”

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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 PASSAGE EXCERPT · FROM “THE LAMP” (AESOP, TRANS. TOWNSEND, 1867)

“A Lamp, soaked with too much oil and flaring brightly, boasted that it gave more light than the sun. Then a sudden puff of wind arose, and the Lamp was immediately extinguished. Its owner lit it again, and said, ‘Boast no more, but henceforth be content to give thy light in silence. Know that not even the stars need to be relit.’”

What message does the author want the reader to learn?

- A** Lamps should always be kept out of the wind.
- B** Do not boast about what you have, because it can be taken away in an instant.
- C** The sun is the brightest light in the world.
- D** Owners should never talk to their lamps.

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SLIDE 10 OF 11 ·

Show What You Know

 ~4 min

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

“Test on ‘A Good Play.’”

▶ Read text and question.

“Read all four choices.”

▶ Choose privately.

ANSWER KEY: B.

CHECK FOR UNDERSTANDING

Choose by purpose.

RPLD EVIDENCE & ADVICE

DEFEND in action.

RAISE THE THINKING

Why is each wrong?

The answer is B.

A Lamps should always be kept out of the wind.
The wind is the detail that proves the lesson. The message is about boasting, not about wind protection.

B Do not boast about what you have, because it can be taken away in an instant.
Correct.
The Lamp boasted it was brighter than the sun, then one puff of wind put it out. The author teaches that boasting about fragile things invites embarrassment.

C The sun is the brightest light in the world.
The story uses the sun as a comparison, not as a science fact.

D Owners should never talk to their lamps.
The owner speaking is the author's way of delivering the lesson. The message is about boasting, not about talking to objects.

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SLIDE 11 OF 11 ·

The Answer, and Why

 ~4 min

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

"The answer is B."

▶ Reveal reasons.

"Each wrong choice does not match."

▶ Write one sentence.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why B fits.

RPLD EVIDENCE & ADVICE

Highest DEFEND move.

RAISE THE THINKING

Write a new question.