

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

Parallel Stanzas Comparing Two Creatures

from “Hopping Frog” by Christina Rossetti (1872)

A poet can compare two creatures by giving each one its own stanza with the same structure. Rossetti describes a frog, then a toad, using the same pattern but different words. The parallel structure helps the reader see what is the same and what is different.

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 7 · Published Texts & Mentor Texts

Week 30 of 36 · Cluster 7 · 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 parallel stanzas comparing two creatures.”

▶ Show the cover. Read the TEKS wording aloud.

“Our mentor text is Hopping Frog.”

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 7 Module 2 · “Hopping Frog” (Christina Rossetti, 1872) · tracking sheet · pencils

THE MENTOR TEXT

Hopping Frog · A House of Cards (test)

CHECK FOR UNDERSTANDING

Ask what parallel stanzas comparing two creatures means.

RAISE THE THINKING

Ask how this differs from last week.

Read the published poem.

Read it aloud slowly. Notice how each stanza follows the same pattern but describes a different creature.

Hopping Frog

Hopping frog, hop here and be seen,
I'll not pelt you with stick or stone:
Your cap is laced and your coat is green;
Good bye, we'll let each other alone.

Plodding toad, plod here and be looked at,
You the finger of scorn is crooked at:
But though you're lumpish, you're harmless too;
You won't hurt me, and I won't hurt you.

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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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 parallel stanzas."

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 parallel.

Find how the two stanzas follow the same pattern: name, describe, promise.

Stanza 1: "Hopping frog, hop here... Good bye"
Stanza 2: "Plodding toad, plod here... I won't hurt you"

I CAN | I can notice the parallel pattern between two stanzas.

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Grade 3 · Cluster 7 · Published Texts & Mentor Texts · Monday

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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 parallel 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 parallel.

Which pair of lines best shows the matching structure?

A "Your cap is laced and your coat is green"

B "Hopping frog, hop here" / "Plodding toad, plod here"

C "Good bye, we'll let each other alone"

I CAN | I can choose the pair that shows the parallel most clearly.

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Grade 3 • Cluster 7 • 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: B.

CHECK FOR UNDERSTANDING

Why is B strongest?

RPLD EVIDENCE & ADVICE

Developing level.

RAISE THE THINKING

What makes it stronger?

TODAY'S THINKING JOB

SHOW

"I can show how the parallel builds the message."

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 parallel works.

The frog is pretty and the toad is "lumpish." Why does the poet promise the same kindness to both?

Frog: pretty, green coat. Promise: "let each other alone."

Toad: lumpish, scorned. Promise: "I won't hurt you." Same kindness, different creatures.

I CAN | I can show how parallel promises to different creatures build a message of kindness.

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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 parallel stanzas."

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 short stanzas, one for each creature, following the same pattern: name, describe, promise.

Buzzing bee, _____.
Your _____. I'll _____.
Quiet moth, _____.
Your _____. I'll _____.

I CAN | I can write parallel stanzas about two different creatures.

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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 parallel stanzas make the message 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 one stanza about both. Why do two parallel stanzas work better?

Two stanzas, same pattern, two creatures.
Why does giving each creature its own stanza make the kindness feel more real?

I CAN | I can defend why parallel stanzas strengthen the message.

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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 parallel poem.

Choose two animals or objects. Give each one its own stanza with the same structure. Show what is different and what stays the same.

**Choose two creatures or objects.
Give each one its own stanza with the same structure.
Show what is different and what stays the same.**

I CAN | I can write my own parallel 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 Stanza 1: “**Hopping frog**” with a green coat. Stanza 2: “**Plodding toad**” who is lumpish. Both get a promise of kindness.

CHOOSE B. The opening lines mirror each other. “Hopping frog, hop here” matches “Plodding toad, plod here.”

SHOW The frog is easy to like (green, lacy). The toad is easy to scorn. Giving both the same promise shows that kindness is for all creatures, not just the pretty ones.

OWN Answers vary. One example: “**Buzzing bee, come near. Your wings are bright; I’ll stay calm. / Quiet moth, come near. Your wings are plain; I’ll stay calm.**”

DEFEND One stanza would blend the two creatures together. Two parallel stanzas let the reader see each creature clearly, then notice that the promise is the same for both.

YOUR TURN Answers vary. One example: “**Bright parrot, sing your song; I will listen. / Plain sparrow, chirp your tune; I will listen too.**”

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 “A HOUSE OF CARDS” BY CHRISTINA ROSSETTI (1872)

**“A house of cards
Is neat and small:
Shake the table,**

It must fall.

Find the Court cards

**One by one;
Raise it, graze it,
Now it’s done.”**

Why does the poet use such short lines?

- A** To teach the reader how to build with cards.
- B** To show that poems must always be short.
- C** To explain what Court cards are.
- D** To make the reader feel how quickly and easily the house falls.

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SLIDE 10 OF 11 ·

Show What You Know

 ~4 min

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

“Test on ‘A House of Cards.’”

▶ 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 to build with cards.**
The poem is not a how-to guide. It uses the card house as a picture of fragility.
- B To show that poems must always be short.**
Poems can be any length. These lines are short to match the smallness and fragility of the card house.
- C To explain what Court cards are.**
Court cards are mentioned but not explained. The poem is about building and falling, not about card types.
- D To make the reader feel how quickly and easily the house falls.**
Correct.
The short lines fall like the cards. “Shake the table, / It must fall” happens in two breaths. The form matches the content.

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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.