

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

A Tiny Poem with a Big Idea

from “Happy Thought” by Robert Louis Stevenson (1885)

A poet can say something enormous in just two lines. Stevenson writes one sentence that holds a whole way of seeing the world. This week we notice how brevity can carry a big idea.

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 32 of 36 · Cluster 7 · 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 a tiny poem with a big idea.”

▶ Show the cover. Read the TEKS wording aloud.

“Our mentor text is Happy Thought.”

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 7 Module 4 · “Happy Thought” (Robert Louis Stevenson, 1885) · tracking sheet · pencils

THE MENTOR TEXT

Happy Thought · The Monkey and the Camel (test)

CHECK FOR UNDERSTANDING

Ask what a tiny poem with a big idea means.

RAISE THE THINKING

Ask how this differs from last week.

Read the published poem.

Read it aloud. This is the whole poem. Just two lines. Listen to the size of the idea.

Happy Thought

The world is so full of a number of things,
I'm sure we should all be as happy as kings.

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 big idea in a tiny poem."

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 big idea.

The poem is only two lines. What is the big idea?

"The world is so full of a number of things,"
"I'm sure we should all be as happy as kings."

I CAN | I can notice the big idea packed into a tiny poem.

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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 what makes the idea so big."

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 key phrase.

Which phrase carries the most weight?

- A "The world is so full"
- B "a number of things"
- C "as happy as kings"

I CAN | I can choose the phrase that carries the biggest idea.

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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 two lines hold a whole philosophy."

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 it works.

How does "as happy as kings" fit with "a number of things"? What is the connection?

**The world has many things.
That should make us as happy as kings. The plenty = the joy.**

I CAN | I can show how the two halves of the poem connect to create one big idea.

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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 two-line poem with a big idea.”

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 hold one big idea about the world, school, or friendship.

_____ is so full of _____,
I'm sure we should all _____.

I CAN I can write a tiny poem that carries a big idea.

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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 two lines can be enough."

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 a long poem. Why do two lines say everything?

Two lines. One idea. No extras.
Why does saying less sometimes mean more?

I CAN | I can defend why brevity can carry a bigger idea than length.

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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 two-line poem.

Think of one big idea about the world. Say it in exactly two lines. No more.

**Think of one big idea.
Say it in exactly two lines.
No more.**

I CAN | I can write my own two-line poem with a big idea.

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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 world is so full of a number of things, / I’m sure we should all be as happy as kings.” Two lines, one enormous idea: the world’s abundance should make us joyful.

CHOOSE C. “As happy as kings” takes the idea to its peak. The comparison to kings is what makes two lines feel huge.

SHOW “A number of things” is vague on purpose. The reader fills in their own list. “Happy as kings” completes the thought. The poem invites the reader to add their own reasons.

OWN Answers vary. One example: “The sky is so wide and the grass is so green, / I think every day is the best I have seen.”

DEFEND A long poem might list every reason to be happy. Two lines let the reader imagine their own reasons. The brevity IS the power.

YOUR TURN Answers vary. One example: “A friend who will listen is better than gold, / A story worth telling is never too old.”

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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 MONKEY AND THE CAMEL” (AESOP, TRANS. TOWNSEND, 1867)

“The Beasts of the forest gave a splendid entertainment at which the Monkey stood up and danced. Having vastly delighted the assembly, he sat down amidst universal applause. The Camel, envious of the praises bestowed on the Monkey, proposed to stand up in his turn and dance for their amusement. He moved about in so utterly ridiculous a manner that the Beasts set upon him with clubs and drove him out of the assembly.”

What message does the author want the reader to learn?

- A** Camels are poor dancers.
- B** Monkeys are the best entertainers.
- C** Not everyone can do what someone else does well.
- D** Forest parties should not include dancing.

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SLIDE 10 OF 11 ·

Show What You Know

 ~4 min

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

“Test on ‘The Monkey and the Camel.’”

▶ Read text and question.

“Read all four choices.”

▶ Choose privately.

ANSWER KEY: C.

CHECK FOR UNDERSTANDING

Choose by purpose.

RPLD EVIDENCE & ADVICE

DEFEND in action.

RAISE THE THINKING

Why is each wrong?

The answer is C.

- A Camels are poor dancers.**
The story uses the Camel to show a general truth, not to rank animals as dancers.
- B Monkeys are the best entertainers.**
The Monkey is good at dancing, but the message is about the Camel's mistake, not the Monkey's talent.
- C Not everyone can do what someone else does well.**
Correct.
The Monkey danced well because dancing is the Monkey's gift. The Camel tried the same thing and failed. The author teaches that copying someone else's talent often leads to embarrassment.
- D Forest parties should not include dancing.**
The party is the setting. The message is about trying to copy someone else's gift.

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SLIDE 11 OF 11 ·

The Answer, and Why

 ~4 min

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

"The answer is C."

▶ Reveal reasons.

"Each wrong choice does not match."

▶ Write one sentence.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why C fits.

RPLD EVIDENCE & ADVICE

Highest DEFEND move.

RAISE THE THINKING

Write a new question.