

Published Texts & Mentor Texts Tracking Sheet

Week 32 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 7 • MODULE 4 • TEKS 3.10(A) • 3.12(A) from “Happy Thought” (Robert Louis Stevenson, 1885)

Name: _____

Date: _____



NOTICE

Monday

Notice the craft move.

Find where the author uses a tiny poem with a big idea.



CHOOSE

Tuesday

Choose the best example.

Which line or sentence best shows a tiny poem with a big idea? Write the letter and explain.



SHOW

Wednesday

Show how the craft move works.

Explain how a tiny poem with a big idea creates meaning or feeling for the reader.



OWN

Thursday

Own it. Try the craft move.

Try a tiny poem with a big idea in your own writing.



DEFEND

Friday

Defend the author's choice.

Why does a tiny poem with a big idea make the text stronger? Explain.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Published Texts & Mentor Texts Tracking Sheet (Back)

Week 32 of 36

Show what you know and hunt for craft moves.

GRADE 3 • CLUSTER 7 • MODULE 4 • TEKS 3.10(A) • 3.12(A) from “Happy Thought” (Robert Louis Stevenson, 1885)

Your turn.

Write your own text using a tiny poem with a big idea.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Craft Hunter

Go back to “The Monkey and the Camel” from the test slide. Write the craft move and what the reader learns or feels.

TEXT AND CRAFT MOVE	WHAT THE AUTHOR DOES	WHAT THE READER LEARNS OR FEELS

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice a tiny poem with a big idea.			
I can choose the best example of a tiny poem with a big idea.			
I can show how a tiny poem with a big idea works.			
I can use a tiny poem with a big idea in my own writing.			