

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 Poem That Invites You In

from “A Good Play” by Robert Louis Stevenson (1885)

A poet can make the reader feel included by using the word “we.” Stevenson says “We built a ship” and the reader joins the adventure. This week we notice how “we” pulls the reader into the poem.

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 8 · Published Texts & Mentor Texts

Week 34 of 36 · Cluster 8 · 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 a poem that invites you in.”

▶ Show the cover. Read the TEKS wording aloud.

“Our mentor text is A Good Play.”

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 8 Module 2 · “A Good Play” (Robert Louis Stevenson, 1885) · tracking sheet · pencils

THE MENTOR TEXT

A Good Play · Singing (test)

CHECK FOR UNDERSTANDING

Ask what a poem that invites you in means.

RAISE THE THINKING

Ask how this differs from last week.

Read the published poem.

Read it aloud. Notice how the word “we” makes you feel like part of the story.

A Good Play

We built a ship upon the stairs
All made of the back-bedroom chairs,
And filled it full of sofa pillows
To go a-sailing on the billows.

We took a saw and several nails,

And water in the nursery pails;
And Tom said, “Let us also take
An apple and a slice of cake;”
Which was enough for Tom and me
To go a-sailing on, till tea.

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 "we" pulls the reader in."

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 invitation.

Find the word the poet repeats to make the reader feel included.

"We built a ship upon the stairs"
"We took a saw and several nails"

I CAN | I can notice how "we" invites the reader into the 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 the line that invites most strongly."

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 most inviting line.

Which line makes you most want to join the adventure?

- A "We built a ship upon the stairs"
- B "And filled it full of sofa pillows"
- C "An apple and a slice of cake"

I CAN | I can choose the line that pulls the reader in most.

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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 "we" changes the poem's 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 it works.

What would change if the poet wrote "They built a ship" instead of "We built a ship"?

"We built a ship" = you are WITH them.
"They built a ship" = you are WATCHING them. What is the difference?

I CAN | I can show how one word changes whether the reader is inside or outside the poem.

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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 lines that use "we" to invite the reader."

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 about a game or adventure using "we" so the reader feels included.

We _____ in the _____,
And _____ until _____.

I CAN | I can write lines that use "we" to pull the reader in.

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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 "we" is stronger than "they" or "I.""

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.

Why does "we" feel different from "I" or "they"?

**"We built a ship" (together)
"I built a ship" (alone). Why does "we" feel warmer?**

I CAN | I can defend why "we" creates a feeling of togetherness.

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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 “we” poem.

Write about a real or imaginary adventure using “we” so the reader joins in.

**Write about an adventure.
Use “we” to include the reader.
Make the reader feel like they are part of the story.**

I CAN | I can write my own poem that invites the reader in with “we.”

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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 poet uses “**we**” at the start of both stanzas. The reader feels included in the ship-building adventure.

CHOOSE A. “We built a ship upon the stairs” is the first invitation. It puts the reader inside the adventure from the first word.

SHOW “We” makes the reader a member of the crew. “They” would make the reader a bystander. One word changes whether you are inside or outside.

OWN Answers vary. One example: “**We dug a tunnel under the blankets / And crawled through the dark until we found the treasure.**”

DEFEND “I” tells you about one person. “They” tells you about strangers. “We” tells you about US, and the reader is part of that us.

YOUR TURN Answers vary. One example: “**We ran through the sprinkler and jumped over the hose, / And laughed until the sun went down and the fireflies rose.**”

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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 “SYSTEM” BY ROBERT LOUIS STEVENSON (1885)

“Every night my prayers I say,
And get my dinner every day;
And every day that I’ve been good,
I get an orange after food.”

Why does the poet repeat “every” so many times?

- A To teach the reader to pray every night.
- B To show that the child’s routine is steady and predictable.
- C To list everything a child should do.
- D To explain why oranges are a reward.

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SLIDE 10 OF 11 ·

Show What You Know

 ~4 min

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

“Test on ‘Singing.’”

▶ 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 To teach the reader to pray every night.**
The poem describes the child's habit but does not instruct the reader to copy it.
- B To show that the child's routine is steady and predictable.**
Correct.
The repeated "every" creates a rhythm that sounds like a routine. The reader feels how regular and reliable the child's day is.
- C To list everything a child should do.**
The poem names only a few things. The repetition creates rhythm, not a complete list.
- D To explain why oranges are a reward.**
The orange is a detail. The craft move is the repetition of "every," not the reward itself.

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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.