

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

Review: Three Craft Moves, One New Text

from “The Whole Duty of Children” by Robert Louis Stevenson (1885)

This week we review three craft moves we have studied: contrast, repetition, and a tiny poem with a big idea. We read a new short poem and find all three moves at work. Then we write a poem that uses at least one of them.

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 36 of 36 · Cluster 8 · 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 review: three craft moves, one new text.”

▶ Show the cover. Read the TEKS wording aloud.

“Our mentor text is The Whole Duty of Children.”

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 8 Module 4 · “The Whole Duty of Children” (Robert Louis Stevenson, 1885) · tracking sheet · pencils

THE MENTOR TEXT

The Whole Duty of Children · Singing (test)

CHECK FOR UNDERSTANDING

Ask what review: three craft moves, one new text means.

RAISE THE THINKING

Ask how this differs from last week.

Read the published poem.

Read it aloud. This is a very short poem. Look for contrast, repetition, and a big idea packed into a few lines.

The Whole Duty of Children

A child should always say what's true
And speak when he is spoken to,
And behave mannerly at table;
At least as far as he is able.

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 craft moves we studied this year."

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 craft moves.

Find the repetition ("And"), the contrast (rules vs. reality), and the big idea in a small poem.

Repetition: "And speak... And behave"
Contrast: strict rules vs. "At least as far as he is able"

I CAN | I can notice multiple craft moves in one short poem.

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Grade 3 · Cluster 8 · 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 craft move the last line uses."

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 strongest move.

Which craft move does the last line use?

A The repetition of "And"

B The contrast between the rules and "at least as far as he is able"

C The brevity of four lines

I CAN | I can choose the craft move that does the most work in this poem.

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Grade 3 • Cluster 8 • 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 craft move creates the 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 the contrast works.

The first three lines list serious rules. The last line admits perfection is hard. How does that shift create humor and warmth?

Lines 1–3: Rules (say what's true, speak when spoken to, behave).
Line 4: "At least as far as he is able." The admission softens everything.

I CAN | I can show how the contrast between rules and reality creates a warm, human feeling.

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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 use a craft move from this year in my own writing.”

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. Use any craft move from this year.

Write 2 to 4 lines using at least ONE craft move we studied (contrast, repetition, metaphor, question, list, personification, or brevity).

Choose your craft move. Write your lines. Name the move you used.

I CAN I can use a craft move from this year in my own writing.

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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 studying craft moves makes me a stronger writer."

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 what you learned.

You have studied many craft moves this year. Why does knowing what an author did help you become a better writer?

Craft moves are choices authors make on purpose.

When you know the moves, you can use them yourself. Why does that matter?

I CAN | I can defend why learning craft moves makes me a better reader AND a better writer.

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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 Year-End poem.

Use any craft move from this year. Write a poem of at least four lines. Name the craft move you used on your tracking sheet.

Choose any craft move from this year.
Write a poem of at least four lines.
Name the craft move you used.

I CAN | I can write my own poem using a craft move I learned this year.

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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 Repetition: “**And**” starts two lines. Contrast: rules vs. “**at least as far as he is able.**” Brevity: four lines hold a complete idea.

CHOOSE **B.** The contrast between the strict rules and the gentle admission does the most work. It turns a lecture into a warm, funny poem.

SHOW The rules sound serious. The last line admits that perfection is impossible. That one shift changes the whole tone from bossy to kind.

OWN Answers vary. One example (contrast): “**I promise to clean up my room each day, / At least the parts that are in my way.**”

DEFEND Knowing the moves lets you make choices on purpose instead of by accident. A writer who knows the moves can surprise, persuade, and move the reader.

YOUR TURN Answers vary. Students should name their craft move on the tracking sheet.

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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 “SINGING” BY ROBERT LOUIS STEVENSON (1885)

**“Of speckled eggs the birdie sings
And nests among the trees;
The sailor sings of ropes and things
In ships upon the seas.”**

Which craft move does this poem use?

A Parallel stanzas that compare two singers and what they love.

B Metaphor that calls the bird a sailor.

C A question that creates wonder.

D Repetition of the same word five times.

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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: A.

CHECK FOR UNDERSTANDING

Choose by purpose.

RPLD EVIDENCE & ADVICE

DEFEND in action.

RAISE THE THINKING

Why is each wrong?

The answer is A.

Parallel stanzas that compare two singers and what they love.

A **Correct.**

The birdie sings of eggs. The sailor sings of ropes. Two parallel examples show that everyone sings about what they know. The matching structure IS the craft move.

B **Metaphor that calls the bird a sailor.**

The bird and the sailor are separate. There is no metaphor connecting them.

C **A question that creates wonder.**

The poem has no questions. It states what each singer sings about.

D **Repetition of the same word five times.**

“Sings” appears twice, not five times. The craft move is parallel structure, not word repetition.

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SLIDE 11 OF 11 ·

The Answer, and Why

 ~4 min

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

“The answer is A.”

▶ Reveal reasons.

“Each wrong choice does not match.”

▶ Write one sentence.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why A fits.

RPLD EVIDENCE & ADVICE

Highest DEFEND move.

RAISE THE THINKING

Write a new question.