

PUBLISHED TEXTS

EXACT TEKS WORDING (FROM TEA)

*“explain the author’s purpose and message within a text”**“compose literary texts such as personal narratives and poetry using genre characteristics and craft”*

WHAT DOES THIS MEAN TO ME?

Published texts are real stories, poems, and books 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 text teaches or shows.

When I study what an author did, I can try that same craft in my own writing.

THIS WEEK’S FOCUS

Mystery in a Poem

from “Windy Nights” by Robert Louis Stevenson (1885)

A poet can create mystery by describing something without fully explaining it. Stevenson describes a rider galloping through the night but never says who the rider is. The unanswered question IS the craft move. This week we study how mystery pulls the reader in.

This deck teaches **author craft and composition** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 · Prepare Cluster · Published Texts & Mentor Texts

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SLIDE 1 OF 11 ·

Introduce the Week

 ~5 min

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

“This week we study mystery in a poem.”

▶ Show the cover. Read the TEKS wording aloud.

“Our mentor text is Windy Nights.”

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Prepare Cluster Module 3 · “Windy Nights” (Robert Louis Stevenson, 1885) · tracking sheet · pencils

THE MENTOR TEXT

Windy Nights · The Dove and the Crow (test)

CHECK FOR UNDERSTANDING

Ask what mystery in a poem means.

RAISE THE THINKING

Ask how this differs from last week.

Read the published poem.

Read it aloud slowly. Listen for the mystery. Who is the rider? The poet never tells.

Windy Nights

Whenever the moon and stars are set,
Whenever the wind is high,
All night long in the dark and wet,
A man goes riding by.
Late in the night when the fires are out,
Why does he gallop and gallop about?

Whenever the trees are crying aloud,
And ships are tossed at sea,
By, on the highway, low and loud,
By at the gallop goes he.
By at the gallop he goes, and then
By he comes back at the gallop again.

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 mystery the poet creates."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts such as personal narratives and poetry using genre characteristics and craft"

Notice the mystery.

Find the question the poet asks but never answers. What makes it mysterious?

"Why does he gallop and gallop about?"

The poet describes the rider but never says who he is or why he rides.

I CAN | I can notice the unanswered question that creates mystery.

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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 builds the most mystery."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts such as personal narratives and poetry using genre characteristics and craft"

Choose the most mysterious line.

Which line makes the mystery feel strongest?

A "By at the gallop he goes, and then / By he comes back at the gallop again"

B "Whenever the moon and stars are set"

C "And ships are tossed at sea"

I CAN | I can choose the line that builds the strongest sense of mystery.

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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

OWN

"I can write lines that create mystery."

EXACT TEKS WORDING

“explain the author’s purpose and message within a text”

“compose literary texts such as personal narratives and poetry using genre characteristics and craft”

Own it. Try the craft move.

Write 2 to 4 lines that describe something mysterious. Ask a question but do NOT answer it.

**Whenever the clock strikes twelve at night,
A light appears in the _____.
Who turns it on? Who turns it off?**

I CAN I can write lines that create mystery through an unanswered question.

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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 NOT answering the question makes the poem stronger."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts such as personal narratives and poetry using genre characteristics and craft"

Defend the poet's choice.

The poet could have explained who the rider is. Why does the mystery work better than an answer?

"Why does he gallop and gallop about?"

An answer would end the poem. The question keeps it alive. Why?

I CAN | I can defend why mystery is sometimes more powerful than an answer.

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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 mystery poem.

Describe something strange that happens at a certain time. Ask a question. Do NOT answer it.

**Describe something strange and unexplained.
Ask a question the reader wants answered.
Do NOT answer it.**

I CAN | I can write my own poem where mystery pulls the reader in.

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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 asks “**Why does he gallop and gallop about?**” but never answers. The unanswered question is the mystery.

CHOOSE **A.** The rider going and coming back, endlessly, with no explanation, creates the strongest mystery.

SHOW The rider never stops and is never explained. The endless loop without an answer makes the reader wonder forever. The mystery is what gives the poem its power.

OWN Answers vary. One example: “**Whenever the clock strikes twelve at night, / A light appears in the empty room. / Who turns it on? Who turns it off? / And why does it shine in the silent gloom?**”

DEFEND An answer would close the door. The unanswered question leaves the door open, and the reader keeps walking through it. Mystery lasts longer than explanation.

YOUR TURN Answers vary. One example: “**Every morning at the edge of the pond, / Footprints appear in the fresh wet sand. / No one sees who walks that way. / The prints are gone by the end of day.**”

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 DOVE AND THE CROW” (AESOP, TRANS. TOWNSEND, 1867)

“A Dove shut up in a cage was boasting of the large number of young ones which she had hatched. A Crow hearing her, said: ‘My good friend, cease from this unseasonable boasting. The larger the number of your family, the greater your cause of sorrow, in seeing them shut up in this prison-house.’”

What message does the author want the reader to learn?

A Crows are wiser than doves.

B Cages are the best place to raise birds.

C Do not boast about something that is really a source of sorrow.

D Having a large family is always a good thing.

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SLIDE 10 OF 11 ·

Show What You Know

 ~4 min

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

“Test on ‘The Dove and the Crow.’”

▶ 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 Crows are wiser than doves.**
The Crow delivers the message, but the story is about the Dove's misplaced pride, not about which bird is wiser.
- B Cages are the best place to raise birds.**
The story shows the opposite. The cage is the problem, not the solution.
- C Correct.**
The Dove is proud of her many young, but the Crow points out they are all trapped in a cage. What seems like a blessing is actually a sorrow. The author teaches that context changes the meaning of a boast.
- D Having a large family is always a good thing.**
The Crow's point is that a large family in a cage is not a blessing. Context matters.

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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.