

Published Texts & Mentor Texts Tracking Sheet

Week 3 of 36

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

GRADE 4 • PREPARE CLUSTER • MODULE 3 • TEKS 4.10(A) • 4.12(A) from “Windy Nights” (Robert Louis Stevenson, 1885)

Name: _____

Date: _____



NOTICE

Monday

Notice the craft move.

Find where the author uses mystery in a poem.



CHOOSE

Tuesday

Choose the best example.

Which line best shows mystery in a poem? Write the letter and explain.



SHOW

Wednesday

Show how the craft move works.

Explain how mystery in a poem creates meaning for the reader.



OWN

Thursday

Own it. Try the craft move.

Try mystery in a poem in your own writing.



DEFEND

Friday

Defend the author's choice.

Why does mystery in a poem make the text stronger?

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Tracking Sheet (Back)

Show what you know and hunt for craft moves.

Week 3 of 36

GRADE 4 • PREPARE CLUSTER • MODULE 3 • TEKS 4.10(A) • 4.12(A)
from “Windy Nights” (Robert Louis Stevenson, 1885)

Your turn.

Write your own text using mystery in a poem.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Craft Hunter

Go back to “The Dove and the Crow” 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 mystery in a poem.			
I can choose the best example of mystery in a poem.			
I can show how mystery in a poem works.			
I can use mystery in a poem in my own writing.			