

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

Two Questions That Build Worry

from “The Wind Has Such a Rainy Sound” by Christina Rossetti (1872)

A poet can build a mood by asking questions the reader cannot answer. Rossetti asks twice whether the ships will go down. Each question adds more worry. This week we study how unanswered questions build a feeling.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 · Cluster 1 · Published Texts & Mentor Texts

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 5 of 36 · Cluster 1 · Module 1 · slide 1 of 11

SLIDE 1 OF 11 ·

Introduce the Week

 ~5 min

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

“This week we study two questions that build worry.”

▶ Show the cover. Read the TEKS wording aloud.

“Our mentor text is The Wind Has Such a Rainy Sound.”

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 1 Module 1 · “The Wind Has Such a Rainy Sound” (Christina Rossetti, 1872) · tracking sheet · pencils

THE MENTOR TEXT

The Wind Has Such a Rainy Sound · What Do the Stars Do (test)

CHECK FOR UNDERSTANDING

Ask what two questions that build worry means.

RAISE THE THINKING

Ask how this differs from last week.

Read the published poem.

Read it aloud slowly. Listen to the questions. Feel the worry grow.

The Wind Has Such a Rainy Sound

The wind has such a rainy sound
Moaning through the town,
The sea has such a windy sound,
Will the ships go down?

The apples in the orchard
Tumble from their tree.
Oh, will the ships go down, go down,
In the windy sea?

SOURCE · PUBLIC DOMAIN

From *Sing-Song: A Nursery Rhyme Book* by Christina Rossetti, published 1872 (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 questions that build worry."

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 questions.

Find the two questions. How does the second one add to the worry the first one started?

First: "Will the ships go down?"

Second: "Oh, will the ships go down, go down" (repeated, more urgent)

I CAN | I can notice how the repeated question builds the mood.

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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 carries the most worry."

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 worried line.

Which line makes the worry feel strongest?

A "Oh, will the ships go down, go down, / In the windy sea?"

B "The wind has such a rainy sound"

C "The apples in the orchard / Tumble from their tree"

I CAN | I can choose the line that carries the most worry.

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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 the repeated question builds feeling."

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"

Show how the repetition builds.

The poet asks once, then asks again with "go down, go down." How does the doubling make the worry grow?

First question: "Will the ships go down?" (wondering)
Second: "Oh, will the ships go down, go down" (pleading)

I CAN | I can show how doubling a question turns wondering into pleading.

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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 questions that build a mood.”

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 two questions about something in nature. Make the second one more urgent than the first.

Will the _____?
Oh, will the _____, _____?

I CAN I can write a pair of questions that build a mood.

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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 the repeated question is 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 asked once. Why does asking twice, with the "go down, go down," make the poem feel more urgent?

"Will the ships go down?" (once)
"Oh, will the ships go down, go down?" (twice). Why does the second hit harder?

I CAN | I can defend why repeating and intensifying a question builds a stronger mood.

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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 worry poem.

Choose something in nature you worry about. Ask a question about it. Then ask again, more urgently, the way Rossetti did.

Choose something you worry about in nature.
Ask a question about it.
Ask again, more urgently, the second time.

I CAN | I can write my own poem where repeated questions build worry.

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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 First: “Will the ships go down?” Second: “Oh, will the ships go down, go down”. The second question repeats and intensifies the worry.

CHOOSE A. The doubled “go down, go down” with the “Oh” makes the worry feel most urgent.

SHOW The first question wonders. The second pleads. The “Oh” adds emotion, and the doubling of “go down” makes the fear feel real.

OWN Answers vary. One example: “Will the river flood? / Oh, will the river flood and flood, across the farmer’s field?”

DEFEND One question plants the worry. The second waters it. The doubling turns a passing thought into a feeling the reader carries.

YOUR TURN Answers vary. One example: “Will the thunder come? / Oh, will the thunder come and come, and rattle through the night?”

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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 “WHAT DO THE STARS DO” BY CHRISTINA ROSSETTI (1872)

**“What do the stars do
Up in the sky,
Higher than the wind can blow,
Or the clouds can fly?**

**Each star in its own glory
Circles, circles still;
As it was lit to shine and set,
And do its Maker’s will.”**

Why does the poet begin with a question and then answer it?

- A** To teach the reader how stars move.
- B** To make the reader wonder first, then feel the calm of the answer.
- C** To show that the poet knows more about stars than children do.
- D** To explain why the sky is dark at night.

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SLIDE 10 OF 11 ·

Show What You Know

 ~4 min

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

“Test on ‘What Do the Stars Do.’”

▶ 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 how stars move.

The poem is not a science lesson. The circling is an image of peace, not an astronomy fact.

To make the reader wonder first, then feel the calm of the answer.

B Correct.

The question creates curiosity. The answer, “Each star in its own glory / Circles, circles still,” settles the wondering with a peaceful image. The reader moves from wonder to calm.

C To show that the poet knows more about stars than children do.

The poet is not showing off knowledge. The question is an invitation, not a quiz.

D To explain why the sky is dark at night.

The poem never mentions darkness. It shows what the stars do, not why the sky looks a certain way.

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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.