

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

Direct Advice Wrapped in Rhyme

from “Good and Bad Children” by Robert Louis Stevenson (1885)

Stevenson gives advice directly: walk sedately, be bright and quiet, eat simply. But the rhyme (little/brittle, stately/sedately) makes the advice feel like a song, not a lecture. Rhyme wraps the lesson in music.

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 2 · Published Texts & Mentor Texts

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 9 of 36 · Cluster 2 · 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 direct advice wrapped in rhyme."

▶ Show the cover. Read the TEKS wording aloud.

"Our mentor text is Good and Bad Children."

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 2 Module 1 · “Good and Bad Children” (Robert Louis Stevenson, 1885) · tracking sheet · pencils

THE MENTOR TEXT

Good and Bad Children · The Lamplighter (test)

CHECK FOR UNDERSTANDING

Ask what direct advice wrapped in rhyme means.

RAISE THE THINKING

Ask how this differs from last week.

Read the published text.

Read it, then read it again. Notice the craft move the author uses.

Good and Bad Children

Children, you are very little,
And your bones are very brittle;
If you would grow great and stately,
You must try to walk sedately.

You must still be bright and quiet,
And content with simple diet;
And remain, through all bewild'ring,
Innocent and honest children.

Happy hearts and happy faces,
Happy play in grassy places—

SOURCE · PUBLIC DOMAIN

From A Child's Garden of Verses (public domain, Project Gutenberg #136)

I CAN | I can read a published text and notice the author's craft move.

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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.

RAISE THE THINKING

What did you notice?

TODAY'S THINKING JOB

NOTICE

"I can notice the advice."

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 advice.

List three pieces of advice the poem gives.

**Walk sedately. Be bright and quiet. Be content with simple diet. Three rules,
wrapped in rhyme.**

I CAN | I can notice the advice..

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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.

RAISE THE THINKING

What do you feel?

TODAY'S THINKING JOB

CHOOSE

"I can choose the best rhyme pair."

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 best rhyme pair.

Which rhyme pair makes the advice stick best?

A "little / brittle" (a surprising pair)

B "stately / sedately" (the advice pair)

C "glory / story" (the warning pair)

I CAN | I can choose the best rhyme pair..

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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?

RAISE THE THINKING

What makes it stronger?

TODAY'S THINKING JOB

SHOW

"I can show how rhyme wraps advice."

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 rhyme wraps advice.

What would happen if the poem said the same advice in plain sentences?

Plain sentences would be a list of rules. The rhyme makes the reader smile while learning. The advice stays in the ear because of the music.

I CAN | I can show how rhyme wraps advice..

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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.

RAISE THE THINKING

What would change without it?

TODAY'S THINKING JOB

OWN

"I can own it. write advice in rhyme."

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. Write advice in rhyme.

Choose one piece of advice. Write four lines where the rhyme makes the advice musical.

**If you want your work to shine, / take your time on every line. / Rushing
through will leave it rough— / careful work is good enough.**

I CAN | I can own it. write advice in rhyme..

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Grade 4 · Cluster 2 · Published Texts & Mentor Texts · Thursday

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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.

RAISE THE THINKING

Where did you use it?

TODAY'S THINKING JOB

DEFEND

"I can defend rhyme as a teaching tool."

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 rhyme as a teaching tool.

Why is "your bones are very brittle" more memorable than "be careful"?

The rhyme (little/brittle) locks the words together. The reader remembers the pair long after the page is closed. Plain advice fades; musical advice sticks.

I CAN | I can defend rhyme as a teaching tool..

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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.

RAISE THE THINKING

Name another text with this move.

Write a rhyming poem that gives advice.

Pick a topic. Write at least four lines of advice where the rhyme makes it musical.

Use what you learned this week about direct advice wrapped in rhyme.

Write your own text that uses this craft move.

I CAN | I can use direct advice wrapped in rhyme in my own writing.

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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.

RAISE THE THINKING

Check your move.

Answers, across the five thinking levels.

NOTICE Walk sedately. Be bright and quiet. Be content with simple diet. Three rules, wrapped in rhyme.

CHOOSE A. “little / brittle” (a surprising pair)

SHOW Plain sentences would be a list of rules. The rhyme makes the reader smile while learning. The advice stays in the ear because of the music.

OWN Answers vary. One example: **If you want your work to shine, / take your time on every line. / Rushing through will leave it rough— / careful work is good enough.**

DEFEND The rhyme (little/brittle) locks the words together. The reader remembers the pair long after the page is closed. Plain advice fades; musical advice sticks.

YOUR TURN Answers vary.

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.

RAISE THE THINKING

What would change?

READ THIS PASSAGE EXCERPT · FROM "THE LAMPLIGHTER" (ROBERT LOUIS STEVENSON)

My tea is nearly ready and the sun has left the sky.
It's time to take the window to see Leerie going by;
For every night at teatime and before you take your seat,
With lantern and with ladder he comes posting up the street.

Now Tom would be a driver and Maria go to sea,
And my papa's a banker and as rich as he can be;
But I, when I am stronger and can choose what I'm to do,
O Leerie, I'll go round at night and light the lamps with you!

What is the author's purpose in including what Tom and Maria want?

- A To contrast other ambitions with the speaker's admiration for the lamplighter
- B To show the speaker dislikes Tom and Maria
- C To explain the lamplighter's pay
- D To list popular jobs in 1885

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Show What You Know

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Test on 'The Lamplighter.'"

▶ Read text and question.

"Read all four choices."

▶ Choose privately.

ANSWER KEY: A.

CHECK FOR UNDERSTANDING

Choose by purpose.

RAISE THE THINKING

Why is each wrong?

The answer is A.

To contrast other ambitions with the speaker's admiration for the lamplighter

A **Correct.**

Tom (driver) and Maria (sailor) set up the contrast. The speaker wants to light lamps.

To show the speaker dislikes Tom and Maria

B

No criticism of Tom or Maria.

To explain the lamplighter's pay

C

Nothing about pay.

To list popular jobs in 1885

D

Not a list. The ambitions make the speaker's choice stand out.

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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.

RAISE THE THINKING

Write a new question.