

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

Contrast Between Two Worlds in a Poem

from “The Land of Nod” by Robert Louis Stevenson (1885)

Two worlds: the safe daytime and the strange nighttime of dreams.

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 3 · Published Texts & Mentor Texts

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 13 of 36 · Cluster 3 · 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 contrast between two worlds in a poem."

▶ Show the cover. Read the TEKS wording aloud.

"Our mentor text is The Land of Nod."

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 3 Module 1 · “The Land of Nod” (Robert Louis Stevenson, 1885) · tracking sheet · pencils

THE MENTOR TEXT

The Land of Nod · A Good Boy (test)

CHECK FOR UNDERSTANDING

Ask what contrast between two worlds in a poem 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.

The Land of Nod

From breakfast on through all the day
At home among my friends I stay,
But every night I go abroad
Afar into the land of Nod.

All by myself I have to go,
With none to tell me what to do—

All alone beside the streams
And up the mountain-sides of dreams.

The strangest things are these for me,
Both things to eat and things to see,
And many frightening sights abroad
Till morning in the land of Nod.

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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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.

RAISE THE THINKING

What did you notice?

TODAY'S THINKING JOB

NOTICE

"I can notice the two worlds."

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 two worlds.

What are the two worlds?

Daytime: home, friends, safe. Nighttime: alone, strange, frightening.

I CAN | I can notice the two worlds..

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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 sharpest contrast."

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 sharpest contrast.

Which line shows the biggest difference?

A "At home among my friends" (safe)

B "All by myself I have to go" (lonely shift)

C "Both things to eat and things to see" (details)

I CAN | I can choose the sharpest contrast..

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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: B.

CHECK FOR UNDERSTANDING

Why is B strongest?

RAISE THE THINKING

What makes it stronger?

TODAY'S THINKING JOB

SHOW

"I can show how contrast builds meaning."

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 contrast builds meaning.

What does the contrast teach?

Sleep is an adventure taken alone. The safe daytime makes the strange nighttime feel bigger.

I CAN | I can show how contrast builds meaning..

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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 a two-world poem."

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 a two-world poem.

One safe stanza, one strange stanza.

**In class I sit beside my friends, / We share our jokes and notes. / But when
school ends, / I walk through fields of floating boats.**

I CAN | I can own it. write a two-world poem..

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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 two-world structure."

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 two-world structure.

Why start at home before going to Nod?

Starting at home gives familiar ground. The reader feels the distance when the poem moves.

I CAN | I can defend two-world structure..

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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 poem with two contrasting worlds.

Start in one. Shift to another.

Use what you learned this week about contrast between two worlds in a poem.

Write your own text that uses this craft move.

I CAN | I can use contrast between two worlds in a poem 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.

PUBLISHED TEXTS

Answers, across the five thinking levels.

NOTICE Daytime: home, friends, safe. Nighttime: alone, strange, frightening.

CHOOSE B. "All by myself I have to go" (lonely shift)

SHOW Sleep is an adventure taken alone. The safe daytime makes the strange nighttime feel bigger.

OWN Answers vary. One example: **In class I sit beside my friends, / We share our jokes and notes. / But when school ends, / I walk through fields of floating boats.**

DEFEND Starting at home gives familiar ground. The reader feels the distance when the poem moves.

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 "A GOOD BOY" (ROBERT LOUIS STEVENSON)

I woke before the morning, I was happy all the day,
I never said an ugly word, but smiled and stuck to play.

And now at last the sun is going down behind the wood,

And I am very happy, for I know that I've been good.

My bed is waiting cool and fresh, with linen smooth and fair,
And I must be off to sleeps-in-by, and not forget my prayer.

What is the author's purpose?

- A To give behavior rules
- B To explain why children need sleep
- C To prove good children never have bad days
- D To show a full day through a child's contented view

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Show What You Know

 ~4 min

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

"Test on 'A Good Boy.'"

▶ Read text and question.

"Read all four choices."

▶ Choose privately.

ANSWER KEY: D.

CHECK FOR UNDERSTANDING

Choose by purpose.

RAISE THE THINKING

Why is each wrong?

The answer is D.

- A To give behavior rules**
Not about rules.
- B To explain why children need sleep**
Not about sleep science.
- C To prove good children never have bad days**
One good day, not a rule about all days.
- D Correct.**
The poem tracks one day from waking to bedtime. Simple contentment.

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The Answer, and Why

 ~4 min

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

"The answer is D."

▶ Reveal reasons.

"Each wrong choice does not match."

▶ Write one sentence.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why D fits.

RAISE THE THINKING

Write a new question.