

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

A Pattern That Breaks at the End

from “What is pink?” by Christina Rossetti (1872)

Seven elegant answers, then “Just an orange!” The break surprises.

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 16 of 36 · Cluster 3 · Module 4 · slide 1 of 11

SLIDE 1 OF 11 ·

Introduce the Week

 ~5 min

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

"This week we study a pattern that breaks at the end."

▶ Show the cover. Read the TEKS wording aloud.

"Our mentor text is What is pink?."

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 3 Module 4 · “What is pink?” (Christina Rossetti, 1872) · tracking sheet · pencils

THE MENTOR TEXT

What is pink? · What are heavy? (test)

CHECK FOR UNDERSTANDING

Ask what a pattern that breaks at the end 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.

What is pink?

What is pink? a rose is pink
By the fountain's brink.
What is red? a poppy's red
In its barley bed.
What is blue? the sky is blue
Where the clouds float thro'.
What is white? a swan is white
Sailing in the light.
What is yellow? pears are yellow,
Rich and ripe and mellow.
What is green? the grass is green,
With small flowers between.

SOURCE · PUBLIC DOMAIN

From *Sing-Song* by Christina Rossetti (public domain, Project Gutenberg #76703)

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 pattern and break."

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 pattern and break.

What pattern? Where does it break?

Pattern: "What is [color]? [poetic answer]." Break: "Just an orange!"

I CAN | I can notice the pattern and break..

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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 why the break works."

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 why the break works.

Why is "Just an orange!" strongest?

- A** Six poetic answers, then one blunt one
- B** Oranges are important
- C** The poet ran out of ideas

I CAN | I can choose why the break works..

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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 pattern-breaking works."

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 pattern-breaking works.

What if the last answer were poetic too?

The poem would be pleasant but predictable. The blunt answer surprises the reader.

I CAN | I can show how pattern-breaking works..

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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. build a pattern and break it."

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. Build a pattern and break it.

Five patterned lines, then one that breaks.

What is fast? a cheetah. What is tall? a giraffe. What is loud? a lion. What is small? a mouse. Just a mouse.

I CAN | I can own it. build a pattern and break it..

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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 the break."

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 break.

A classmate says the last line is lazy.

It is not lazy. It is the whole point. Six elegant answers set up one simple one to land with a laugh.

I CAN | I can defend the break..

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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 a pattern that breaks.

Build a repeating pattern. Break it at the end.

Use what you learned this week about a pattern that breaks at the end.

Write your own text that uses this craft move.

I CAN | I can use a pattern that breaks at the end 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 Pattern: "What is [color]? [poetic answer]." Break: "Just an orange!"

CHOOSE A. Six poetic answers, then one blunt one

SHOW The poem would be pleasant but predictable. The blunt answer surprises the reader.

OWN Answers vary. One example: **What is fast? a cheetah. What is tall? a giraffe. What is loud? a lion. What is small? a mouse. Just a mouse.**

DEFEND It is not lazy. It is the whole point. Six elegant answers set up one simple one to land with a laugh.

YOUR TURN Answers vary.

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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 "WHAT ARE HEAVY?" (CHRISTINA ROSSETTI)

What are heavy? sea-sand and sorrow:

What are brief? to-day and to-morrow:

What are frail? Spring blossoms and youth:

What are deep? the ocean and truth.

What is the purpose of pairing physical things with abstract ideas?

A To help the reader feel the abstract through something touchable

B To test vocabulary

C The poet cannot decide what to write

D Random pairs that rhyme

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Show What You Know

 ~4 min

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

"Test on 'What are heavy?.'"

▶ 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 help the reader feel the abstract through something touchable

A **Correct.**

Each pair: a touchable thing + an idea. Sea-sand is heavy, so sorrow feels heavy too.

To test vocabulary

B

Not a vocabulary test.

The poet cannot decide what to write

C

Each pair is carefully chosen.

Random pairs that rhyme

D

Not random. Each pair matches.

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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.