

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

Scale Shift: Big Words for Small Things

from “The Hayloft” by Robert Louis Stevenson (1885)

Hay piles become mountains through imagination.

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 4 · Published Texts & Mentor Texts

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SLIDE 1 OF 11 ·

Introduce the Week

 ~5 min

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

"This week we study scale shift: big words for small things."

▶ Show the cover. Read the TEKS wording aloud.

"Our mentor text is The Hayloft."

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 4 Module 2 · “The Hayloft” (Robert Louis Stevenson, 1885) · tracking sheet · pencils

THE MENTOR TEXT

The Hayloft · The Fox and the Bramble (test)

CHECK FOR UNDERSTANDING

Ask what scale shift: big words for small things 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 Hayloft

Through all the pleasant meadow-side
The grass grew shoulder-high,
Till the shining scythes went far and wide
And cut it down to dry.

Here is Mount Clear, Mount Rusty-Nail,
Mount Eagle and Mount High;—

The mice that in these mountains dwell,
No happier are than I!

Oh, what a joy to clamber there,
Oh, what a place for play,
With the sweet, the dim, the dusty air,
The happy hills of hay!

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 scale shift."

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 scale shift.

Find where grand words describe small things.

Hay piles become Mount Clear, Mount Rusty-Nail, Mount Eagle, Mount High.

I CAN | I can notice the scale shift..

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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 biggest gap."

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 biggest gap.

Which name makes hay feel most like a mountain?

A "Mount Clear" (simple)

B "Mount Eagle" (sounds real)

C "The happy hills of hay" (the reveal)

I CAN | I can choose the biggest gap..

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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 scale shift 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 scale shift works.

How does naming hay as mountains change the poem?

The names make the hayloft feel like a mountain range. Without them, it is just hay.

I CAN | I can show how scale shift 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. give grand names to small things."

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. Give grand names to small things.

Five things in your room, named as landmarks.

The Great Shelf of Knowledge (bookshelf), Mount Pillow (the bed), Lake Desktop (my desk).

I CAN | I can own it. give grand names to small things..

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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 scale shift."

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 scale shift.

Why is Mount Rusty-Nail better than "a pile of hay with a nail"?

The mountain name invites play. The factual description does not.

I CAN | I can defend the scale shift..

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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 grand names.

Name ordinary things as landmarks.

Use what you learned this week about scale shift: big words for small things.

Write your own text that uses this craft move.

I CAN | I can use scale shift: big words for small things 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 Hay piles become Mount Clear, Mount Rusty-Nail, Mount Eagle, Mount High.

CHOOSE B. "Mount Eagle" (sounds real)

SHOW The names make the hayloft feel like a mountain range. Without them, it is just hay.

OWN Answers vary. One example: **The Great Shelf of Knowledge (bookshelf), Mount Pillow (the bed), Lake Desktop (my desk).**

DEFEND The mountain name invites play. The factual description does not.

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?

PUBLISHED TEXTS

READ THIS PASSAGE EXCERPT · FROM "THE FOX AND THE BRAMBLE" (AESOP (TRANS. TOWNSEND, 1867))

A Fox was mounting a hedge when he lost his footing and caught hold of a Bramble to save himself. Having pricked and grievously torn the soles of his feet, he accused the Bramble. The Bramble, interrupting him, said, "But you really must have been out of your senses to fasten yourself on me, who am myself always accustomed to fasten upon others."

What is the Bramble's message?

- A** Brambles are useful
- B** Foxes should not climb hedges
- C** It is foolish to expect help from something whose nature is to cause difficulty
- D** The hedge was more helpful

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Show What You Know

 ~4 min

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

"Test on 'The Fox and the Bramble.'"

▶ Read text and question.

"Read all four choices."

▶ Choose privately.

ANSWER KEY: C.

CHECK FOR UNDERSTANDING

Choose by purpose.

RAISE THE THINKING

Why is each wrong?

The answer is C.

- A Brambles are useful**
Not about usefulness.
- B Foxes should not climb hedges**
Not about climbing.
- C It is foolish to expect help from something whose nature is to cause difficulty**
Correct.
The Bramble's nature is to prick. The Fox should have known.
- D The hedge was more helpful**
Not a comparison.

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The Answer, and Why

 ~4 min

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

"The answer is C."

▶ Reveal reasons.

"Each wrong choice does not match."

▶ Write one sentence.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why C fits.

RAISE THE THINKING

Write a new question.