

# 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

### Sound Words That Build an Atmosphere

from “Keepsake Mill” by Robert Louis Stevenson (1885)

Humming, thunder, wonder, foam, race. The reader hears the mill.

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

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**



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## Read the published text.

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

### Keepsake Mill

Over the borders, a sin without pardon,  
Breaking the branches and crawling below,  
Out through the breach in the wall of the garden,  
Down by the banks of the river we go.

Here is a mill with the humming of thunder,  
Here is the weir with the wonder of foam,  
Here is the sluice with the race running under—  
Marvellous places, though handy to home!

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.



# PUBLISHED TEXTS

## TODAY'S THINKING JOB

# NOTICE

**“I can notice the sound words.”**

### 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 sound words.

Find four words that help you hear the mill.

**Humming, thunder, foam, race.**

**I CAN** | I can notice the sound words..



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## TODAY'S THINKING JOB

# CHOOSE

**“I can choose the strongest sound.”**

### 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 strongest sound.

Which word does the most work?

**A** “humming” (low)

**B** “thunder” (loud, powerful)

**C** “wonder” (a feeling, not a sound)

**I CAN** | I can choose the strongest sound..



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## TODAY'S THINKING JOB

# SHOW

**“I can show how sound builds atmosphere.”**

### 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 sound builds atmosphere.

What would the poem lose without sound words?

**The plain version gives facts. The original lets the reader HEAR the place.**

**I CAN** | I can show how sound builds atmosphere..



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## TODAY'S THINKING JOB

# OWN

**“I can own it. build a place with sound.”**

### 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 place with sound.**

Four sound words.

**The kitchen hums with the fridge, clinks with dishes, sizzles with the pan.**

**I CAN** | I can own it. build a place with sound..



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## TODAY'S THINKING JOB

## DEFEND

"I can defend sound words."

## 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 sound words.

Why is "humming of thunder" stronger than "noise of the mill"?

**"Noise" is vague. "Humming of thunder" is specific.**

**I CAN** | I can defend sound words..



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**Write a poem about a place, using sound.**

Choose a place. Help the reader hear it.

**Use what you learned this week about sound words that build  
an atmosphere.**

**Write your own text that uses this craft move.**

**I CAN** | I can use sound words that build an atmosphere in my own writing.



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Answers, across the five thinking levels.

**NOTICE** Humming, thunder, foam, race.

**CHOOSE** B. “thunder” (loud, powerful)

**SHOW** The plain version gives facts. The original lets the reader HEAR the place.

**OWN** Answers vary. One example: **The kitchen hums with the fridge, clinks with dishes, sizzles with the pan.**

**DEFEND** “Noise” is vague. “Humming of thunder” is specific.

**YOUR TURN** Answers vary.



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READ THIS PASSAGE EXCERPT • FROM “THE SHE-GOATS AND THEIR BEARDS” (AESOP (TRANS. TOWNSEND, 1867))

**The She-Goats having obtained a beard by request to Jupiter, the He-Goats were sorely displeased and made complaint that the females equaled them in dignity. “Allow them,” said Jupiter, “to enjoy an empty honour and to assume the badge of your nobler sex, so long as they are not your equals in strength or courage.”**

**What does Jupiter’s reply teach?**

- A** Jupiter is unfair
- B** Beards are important
- C** The He-Goats should have asked for something better
- D** An outward symbol does not change what is truly inside



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The answer is D.

**A** **Jupiter is unfair**  
Not about fairness.

**B** **Beards are important**  
Not about beards.

**C** **The He-Goats should have asked for something better**  
The complaint is setup, not lesson.

**D** **Correct.**  
The beard is an “empty honour.” Outward symbols do not change the inside.

