

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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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 sound words that build an atmosphere."

▶ Show the cover. Read the TEKS wording aloud.

"Our mentor text is Keepsake Mill."

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 4 Module 3 · “Keepsake Mill” (Robert Louis Stevenson, 1885) · tracking sheet · pencils

THE MENTOR TEXT

Keepsake Mill · The She-Goats and Their Beards (test)

CHECK FOR UNDERSTANDING

Ask what sound words that build an atmosphere 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.

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.

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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 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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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 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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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 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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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 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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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 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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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 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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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 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.

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 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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SLIDE 10 OF 11 ·

Show What You Know

 ~4 min

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

"Test on 'The She-Goats and Their Beards.'"

▶ 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** **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.

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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.