

Published Texts & Mentor Texts Tracking Sheet

Week 19 of 36

Write your own answer for each thinking level in its box.

GRADE 4 • CLUSTER 4 • MODULE 3 • TEKS 4.10(A) • 4.12(A) from “Keepsake Mill” (Robert Louis Stevenson, 1885)

Name: _____

Date: _____



NOTICE

Monday

Notice the craft move.

Find where the author uses sound words that build an atmosphere.



CHOOSE

Tuesday

Choose the best example.

Which line best shows sound words that build an atmosphere? Write the letter and explain.



SHOW

Wednesday

Show how the craft move works.

Explain how sound words that build an atmosphere creates meaning for the reader.



OWN

Thursday

Own it. Try the craft move.

Try sound words that build an atmosphere in your own writing.



DEFEND

Friday

Defend the author's choice.

Why does sound words that build an atmosphere make the text stronger?

Show What You Know

Circle your answer. Explain your answer on the back.

☐ A ☐ B ☐ C ☐ D

Tracking Sheet (Back)

Show what you know and hunt for craft moves.

Week 19 of 36

GRADE 4 • CLUSTER 4 • MODULE 3 • TEKS 4.10(A) • 4.12(A) from “Keepsake Mill” (Robert Louis Stevenson, 1885)

Your turn.

Write your own text using sound words that build an atmosphere.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Craft Hunter

Go back to “The She-Goats and Their Beards” from the test slide. Write the craft move and what the reader learns or feels.

TEXT AND CRAFT MOVE	WHAT THE AUTHOR DOES	WHAT THE READER LEARNS OR FEELS

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice sound words that build an atmosphere.			
I can choose the best example of sound words that build an atmosphere.			
I can show how sound words that build an atmosphere works.			
I can use sound words that build an atmosphere in my own writing.			