

## 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

**Repetition That Mimics the Action**

from “A pocket handkerchief to hem” by Christina Rossetti (1872)

“Stitch” repeats seven times. The word does what it describes.

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 5 · Published Texts &amp; Mentor Texts

TEKS 4.10(A) · 4.12(A) · Published Texts &amp; Mentor Texts · Grade 4 · Week 22 of 36 · Cluster 5 · Module 2 · slide 1 of 11

## SLIDE 1 OF 11 ·

## Introduce the Week

 ~5 min

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

**"This week we study repetition that mimics the action."**

▶ Show the cover. Read the TEKS wording aloud.

**"Our mentor text is A pocket handkerchief to hem."**

▶ Preview the five thinking levels.

**PREP & MATERIALS:** slide deck for Cluster 5 Module 2 · “A pocket handkerchief to hem” (Christina Rossetti, 1872) · tracking sheet · pencils

## THE MENTOR TEXT

A pocket handkerchief to hem · Hope is like a harebell (test)

## CHECK FOR UNDERSTANDING

Ask what repetition that mimics the action 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.

### A pocket handkerchief to hem

A pocket handkerchief to hem—  
Oh dear, oh dear, oh dear!  
How many stitches it will take  
Before it's done, I fear.

Yet set a stitch and then a stitch,  
And stitch and stitch away,  
Till stitch by stitch the hem is done—  
And after work is play!

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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## SLIDE 2 OF 11 ·

### 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 repetition."

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 repetition.

How many times does "stitch" appear? Why?

**Seven times. Each "stitch" mimics one stitch of the needle.**

**I CAN** | I can notice the repetition..

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SLIDE 3 OF 11 ·

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 hardest-working line."

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 hardest-working line.

Which uses repetition most?

**A** "Oh dear, oh dear, oh dear!" (worry)

**B** "And stitch and stitch away" (steady rhythm)

**C** "Till stitch by stitch the hem is done" (progress)

**I CAN** | I can choose the hardest-working line..

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SLIDE 4 OF 11 ·

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 repetition mimics action."

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 repetition mimics action.

How does saying "stitch" make the reader feel sewing?

**Each "stitch" lands like a needle going in and out. The language does what the action does.**

**I CAN** | I can show how repetition mimics action..

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SLIDE 5 OF 11 ·

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. repeat a word to mimic an action."

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. Repeat a word to mimic an action.

Choose an action. Repeat the word.

**Tap, tap, tap on the window pane, / Tap, tap, tap goes the falling rain.**

**I CAN** | I can own it. repeat a word to mimic an action..

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SLIDE 6 OF 11 ·

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 repetition."

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 repetition.

A classmate says it is boring.

**It is not boring because it is doing work. Each "stitch" IS a stitch.**

**I CAN** | I can defend the repetition..

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SLIDE 7 OF 11 ·

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 where repetition mimics action.**

Choose an action. Repeat the key word.

**Use what you learned this week about repetition that mimics the action.**

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

**I CAN** | I can use repetition that mimics the action in my own writing.

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**SLIDE 8 OF 11 ·**

**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** Seven times. Each “stitch” mimics one stitch of the needle.

**CHOOSE** B. “And stitch and stitch away” (steady rhythm)

**SHOW** Each “stitch” lands like a needle going in and out. The language does what the action does.

**OWN** Answers vary. One example: **Tap, tap, tap on the window pane, / Tap, tap, tap goes the falling rain.**

**DEFEND** It is not boring because it is doing work. Each “stitch” IS a stitch.

**YOUR TURN** Answers vary.

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## 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 "HOPE IS LIKE A HAREBELL" (CHRISTINA ROSSETTI)

Hope is like a harebell trembling from its birth,  
Love is like a rose the joy of all the earth;  
Faith is like a lily lifted high and white,  
Love is like a lovely rose the world's delight;  
Harebells and sweet lilies show a thornless growth,  
But the rose with all its thorns excels them both.

What is the purpose of comparing hope, love, and faith to flowers?

- A To show that love, though it has difficulties, is the greatest
- B To teach which flowers grow best
- C To prove roses are expensive
- D To list favorite flowers

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SLIDE 10 OF 11 ·

Show What You Know

 ~4 min

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

"Test on 'Hope is like a harebell.'"

▶ 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 show that love, though it has difficulties, is the greatest**

**A** **Correct.**

Hope and faith are thornless but love “excels them both.”

**To teach which flowers grow best**

**B**

Not about gardening.

**To prove roses are expensive**

**C**

Price never mentioned.

**To list favorite flowers**

**D**

Flowers stand for virtues.

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### SLIDE 11 OF 11 ·

#### 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.