

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

Four Lines That Teach a Lifetime Lesson

from “A toadstool comes up in a night” by Christina Rossetti (1872)

Toadstool: fast, small. Oak: slow, mighty. Brevity and contrast together.

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 6 · Published Texts & Mentor Texts

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 25 of 36 · Cluster 6 · Module 1 · slide 1 of 11

SLIDE 1 OF 11 ·

Introduce the Week

 ~5 min

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

"This week we study four lines that teach a lifetime lesson."

▶ Show the cover. Read the TEKS wording aloud.

"Our mentor text is A toadstool comes up in a night."

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 6 Module 1 · “A toadstool comes up in a night” (Christina Rossetti, 1872) · tracking sheet · pencils

THE MENTOR TEXT

A toadstool comes up in a night · A linnet in a gilded cage (test)

CHECK FOR UNDERSTANDING

Ask what four lines that teach a lifetime lesson 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 toadstool comes up in a night

A toadstool comes up in a night,—
Learn the lesson, little folk:—
An oak grows on a hundred years,
But then it is an oak.

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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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 contrast."

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 contrast.

What two things are compared?

Toadstool (fast, small, temporary) and oak (slow, huge, lasting).

I CAN | I can notice the contrast..

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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 line that delivers the lesson."

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 line that delivers the lesson.

Which carries the most weight?

- A** A toadstool comes up in a night (fast)
- B** Learn the lesson, little folk (instruction)
- C** But then it is an oak (reward of patience)

I CAN | I can choose the line that delivers the lesson..

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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: C.

CHECK FOR UNDERSTANDING

Why is C strongest?

RAISE THE THINKING

What makes it stronger?

TODAY'S THINKING JOB

SHOW

"I can show how brevity and contrast work."

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 brevity and contrast work.

Why do four lines work better than a page?

The short form mirrors the lesson. The final line carries a hundred years of weight.

I CAN | I can show how brevity and contrast work..

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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. write a four-line contrast."

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. Write a four-line contrast.

Two things compared. Last line delivers the lesson.

**A firecracker goes off with a bang, / bright for a moment, then done. / A candle
burns quietly on, / and lights you until morning comes.**

I CAN | I can own it. write a four-line contrast..

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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 brevity."

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 brevity.

Why is a four-line poem about patience better than a long essay?

A long essay about patience is ironic. The four-line poem practices what it preaches.

I CAN | I can defend brevity..

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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 four-line poem with a lesson.

Contrast. Last line delivers the message.

Use what you learned this week about four lines that teach a lifetime lesson.

Write your own text that uses this craft move.

I CAN | I can use four lines that teach a lifetime lesson 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 Toadstool (fast, small, temporary) and oak (slow, huge, lasting).

CHOOSE C. But then it is an oak (reward of patience)

SHOW The short form mirrors the lesson. The final line carries a hundred years of weight.

OWN Answers vary. One example: **A firecracker goes off with a bang, / bright for a moment, then done. / A candle burns quietly on, / and lights you until morning comes.**

DEFEND A long essay about patience is ironic. The four-line poem practices what it preaches.

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 "A LINNET IN A GILDED CAGE" (CHRISTINA ROSSETTI)

**A linnet in a gilded cage,—
A linnet on a bough,—
In frosty winter one might doubt
Which bird is luckier now.**

**But let the trees burst out in leaf,
And nests be on the bough,
Which linnet is the luckier bird,
Oh who could doubt it now?**

What is the message about freedom and comfort?

- A** Cages are always cruel
- B** Freedom is better than comfort, even if comfort seems easier at first
- C** Winter is worst for all birds
- D** Linnets should not be pets

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Show What You Know

 ~4 min

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

"Test on 'A linnet in a gilded cage.'"

▶ Read text and question.

"Read all four choices."

▶ Choose privately.

ANSWER KEY: B.

CHECK FOR UNDERSTANDING

Choose by purpose.

RAISE THE THINKING

Why is each wrong?

The answer is B.

A Cages are always cruel
Not about cruelty. Contrasts seasons.

B Correct.
In winter, the caged bird seems luckier. In spring, the free bird clearly wins.

C Winter is worst for all birds
Not about winter being bad.

D Linnets should not be pets
About freedom vs. comfort.

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The Answer, and Why

 ~4 min

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

"The answer is B."

▶ Reveal reasons.

"Each wrong choice does not match."

▶ Write one sentence.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why B fits.

RAISE THE THINKING

Write a new question.