

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

Simple Language That Captures a Big Moment

from “At the Sea-Side” by Robert Louis Stevenson (1885)

The simplest possible words. The simplicity IS the craft.

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 7 · Published Texts & Mentor Texts

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 30 of 36 · Cluster 7 · 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 simple language that captures a big moment."

▶ Show the cover. Read the TEKS wording aloud.

"Our mentor text is At the Sea-Side."

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 7 Module 2 · “At the Sea-Side” (Robert Louis Stevenson, 1885) · tracking sheet · pencils

THE MENTOR TEXT

At the Sea-Side · The Raven and the Swan (test)

CHECK FOR UNDERSTANDING

Ask what simple language that captures a big moment 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.

At the Sea-Side

When I was down beside the sea
A wooden spade they gave to me
To dig the sandy shore.

My holes were empty like a cup.
In every hole the sea came up,
Till it could come no more.

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 simplicity."

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 simplicity.

Count the hard words.

Almost none. The poem is made of tiny, common words.

I CAN | I can notice the simplicity..

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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 does the most."

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 does the most.

Which paints the clearest picture?

- A** A wooden spade they gave to me (setup)
- B** My holes were empty like a cup (the image)
- C** Till it could come no more (ending)

I CAN | I can choose the line that does the most..

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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 simplicity works."

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 simplicity works.

Why does the cup image work?

The comparison is perfect. Every reader has seen a hole fill with water.

I CAN | I can show how simplicity works..

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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 simply."

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 simply.

Simplest words you can.

The cat sat on the wall. / The sun was warm. / She closed her eyes / and did not move at all.

I CAN | I can own it. write simply..

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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 simplicity."

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 simplicity.

Why can simple language be hard to write?

Fancy language hides weak ideas. Simple language has nowhere to hide.

I CAN | I can defend simplicity..

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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 short poem using only simple words.

Describe something you have done.

Use what you learned this week about simple language that captures a big moment.

Write your own text that uses this craft move.

I CAN | I can use simple language that captures a big moment 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 Almost none. The poem is made of tiny, common words.

CHOOSE B. My holes were empty like a cup (the image)

SHOW The comparison is perfect. Every reader has seen a hole fill with water.

OWN Answers vary. One example: **The cat sat on the wall. / The sun was warm. / She closed her eyes / and did not move at all.**

DEFEND Fancy language hides weak ideas. Simple language has nowhere to hide.

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 RAVEN AND THE SWAN" (AESOP (TRANS. TOWNSEND, 1867))

A Raven saw a Swan and desired to secure for himself the same beautiful plumage. Supposing that the Swan's splendid white color arose from his washing in the water in which he swam, the Raven left the altars in the neighborhood where he picked up his living, and took up residence in the lakes and pools. But cleansing his feathers as often as he would, he could not change their color.

What is the message about the Raven?

A Copying habits will not give you natural qualities

B Ravens should not swim

C Swans are most beautiful

D Washing feathers is pointless

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Show What You Know

 ~4 min

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

"Test on 'The Raven and the Swan.'"

▶ 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.

Copying habits will not give you natural qualities

A **Correct.**

The Raven thought washing would change his color. Nature cannot be copied.

B **Ravens should not swim**

Not about swimming.

C **Swans are most beautiful**

Not a beauty ranking.

D **Washing feathers is pointless**

About imitating nature.

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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.