

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

Sensory Details That Build a World

from “Minnie and Mattie” by Christina Rossetti (1872)

Sight, sound, touch. A complete world the reader can enter.

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 8 · 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 sensory details that build a world."

▶ Show the cover. Read the TEKS wording aloud.

"Our mentor text is Minnie and Mattie."

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 8 Module 1 · “Minnie and Mattie” (Christina Rossetti, 1872) · tracking sheet · pencils

THE MENTOR TEXT

Minnie and Mattie · January cold desolate (test)

CHECK FOR UNDERSTANDING

Ask what sensory details that build a world 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.

Minnie and Mattie

Minnie and Mattie
And fat little May,
Out in the country,
Spending a day.

Such a bright day,
With the sun glowing,

And the trees half in leaf,
And the grass growing.

Pinky white pigling
Squeals through his snout,
Woolly white lambkin
Frisks all about.

Cluck! cluck! the nursing hen
Summons her folk,—
Ducklings all downy soft
Yellow as yolk.

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 senses."

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 senses.

One detail for sight, one for sound, one for touch.

Sight: sun glowing. Sound: squeals, cluck. Touch: downy soft.

I CAN | I can notice the senses..

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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 most vivid detail."

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 most vivid detail.

Which puts you most inside the scene?

A Sun glowing (sight)

B Pigling squeals through his snout (sound + sight)

C Ducklings all downy soft (touch + sight)

I CAN | I can choose the most vivid detail..

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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 sensory details 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 sensory details work.

What would the poem lose with only sight?

Sight alone gives a picture. Adding sound and touch makes the reader FEEL present.

I CAN | I can show how sensory details 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 sensory stanza."

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 sensory stanza.

A place, at least three senses.

The kitchen sizzles with the pan, / warm bread steams, / honey glows like golden sun.

I CAN | I can own it. write a sensory stanza..

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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 sensory variety."

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 sensory variety.

Why three senses better than one?

One sense creates a flat image. Three create a room the reader can walk into.

I CAN | I can defend sensory variety..

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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 with at least three senses.

Sight, sound, and one more.

**Use what you learned this week about sensory details that
build a world.**

Write your own text that uses this craft move.

I CAN | I can use sensory details that build a world 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.

Answers, across the five thinking levels.

NOTICE Sight: sun glowing. Sound: squeals, cluck. Touch: downy soft.

CHOOSE B. Pigling squeals through his snout (sound + sight)

SHOW Sight alone gives a picture. Adding sound and touch makes the reader FEEL present.

OWN Answers vary. One example: **The kitchen sizzles with the pan, / warm bread steams, / honey glows like golden sun.**

DEFEND One sense creates a flat image. Three create a room the reader can walk into.

YOUR TURN Answers vary.

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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 "JANUARY COLD DESOLATE" (CHRISTINA ROSSETTI)

January cold desolate;
February all dripping wet;
March wind ranges;
April changes;
Birds sing in tune
To flowers of May,
And sunny June

Brings longest day;
In scorched July
The storm-clouds fly
Lightning-torn;
August bears corn,
September fruit;
In rough October

Earth must disrobe her;
Stars fall and shoot
In keen November;
And night is long
And cold is strong
In bleak December.

What is the purpose of one or two words for each month?

A The poet does not know much

B To capture each month's essence in the fewest words

C To fit on one page

D Some months are more important

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Show What You Know

 ~4 min

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

"Test on 'January cold desolate.'"

▶ 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 The poet does not know much
Descriptions are precise.

B **Correct.**
To capture each month's essence in the fewest words
Each month gets one detail. Brevity IS the craft.

C To fit on one page
A craft choice.

D Some months are more important
Does not rank months.

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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.