

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

A Scene Built in Layers

from “Rushes in a watery place” by Christina Rossetti (1872)

Ground, sky, then time. Each couplet adds a layer.

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

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 34 of 36 · Cluster 8 · 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 a scene built in layers."

▶ Show the cover. Read the TEKS wording aloud.

"Our mentor text is Rushes in a watery place."

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 8 Module 2 · “Rushes in a watery place” (Christina Rossetti, 1872) · tracking sheet · pencils

THE MENTOR TEXT

Rushes in a watery place · On the grassy banks (test)

CHECK FOR UNDERSTANDING

Ask what a scene built in layers 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.

Rushes in a watery place

Rushes in a watery place,
And reeds in a hollow;
A soaring skylark in the sky,
A darting swallow;
And where pale blossom used to be
Ripe fruit to follow.

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 layers."

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 layers.

What three layers?

Ground: rushes, reeds. Sky: skylark, swallow. Time: blossom becoming fruit.

I CAN | I can notice the layers..

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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 surprising layer."

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 surprising layer.

Which adds the most?

A Ground (water)

B Sky (birds)

C Time (blossom to fruit)

I CAN | I can choose the most surprising layer.

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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 layering 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 layering works.

Why does ending with time change the poem?

The first two layers are space. The third is time. The scene becomes alive.

I CAN | I can show how layering 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. build in layers."

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. Build in layers.

Ground, sky, then change.

**Puddles on the pavement, / a hawk upon its way; / the puddles dry by
afternoon / and evening brings the rain.**

I CAN | I can own it. build in layers..

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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 layers."

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 layers.

Why better than listing everything?

Layers have depth. The reader builds alongside the poet.

I CAN | I can defend layers..

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Grade 4 · Cluster 8 · Published Texts & Mentor Texts · Friday

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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 layered poem.

Ground, sky, then change.

**Use what you learned this week about a scene built in layers.
Write your own text that uses this craft move.**

I CAN | I can use a scene built in layers 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 Ground: rushes, reeds. Sky: skylark, swallow. Time: blossom becoming fruit.

CHOOSE C. Time (blossom to fruit)

SHOW The first two layers are space. The third is time. The scene becomes alive.

OWN Answers vary. One example: **Puddles on the pavement, / a hawk upon its way; / the puddles dry by afternoon / and evening brings the rain.**

DEFEND Layers have depth. The reader builds alongside the poet.

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 “ON THE GRASSY BANKS” (CHRISTINA ROSSETTI)

**On the grassy banks
Lambkins at their pranks;
Woolly sisters, woolly brothers
Jumping off their feet
While their woolly mothers
Watch by them and bleat.**

What is the purpose of “woolly sisters, woolly brothers”?

- A** To make lambs feel like a family the reader cares about
- B** To teach about wool
- C** The poet does not know sheep names
- D** To explain why sheep are kept on farms

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Show What You Know

 ~4 min

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

"Test on 'On the grassy banks.'"

▶ 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 make lambs feel like a family the reader cares about

A **Correct.**

Calling them sisters and brothers makes them a family.

B **To teach about wool**

Not a wool lesson.

C **The poet does not know sheep names**

Family words are a craft move.

D **To explain why sheep are kept on farms**

About play, not farming.

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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.