

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

Gratitude in Four Lines

from “A Thought” by Robert Louis Stevenson (1885)

Stevenson compresses a whole feeling of gratitude into four lines. The poem does not list reasons to be thankful. It simply says “it is very nice to think” and lets the reader fill in the rest. The brevity 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 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 gratitude in four lines."

▶ Show the cover. Read the TEKS wording aloud.

"Our mentor text is A Thought."

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 8 Module 3 · “A Thought” (Robert Louis Stevenson, 1885) · tracking sheet · pencils

THE MENTOR TEXT

A Thought · A pin has a head (test)

CHECK FOR UNDERSTANDING

Ask what gratitude in four lines 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 Thought

It is very nice to think
The world is full of meat and drink,
With little children saying grace
In every Christian kind of place.

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 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"

Notice the brevity.

How many lines is this poem? What does it say?

Four lines. The world is full of good things, and children everywhere give thanks for them. That is the whole poem.

I CAN | I can notice the brevity..

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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 strongest 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 strongest line.

Which line does the most work?

A "It is very nice to think" (the frame)

B "The world is full of meat and drink" (the abundance)

C "With little children saying grace" (the gratitude)

I CAN | I can choose the strongest line..

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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 brevity creates power."

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 creates power.

Why does saying "the world is full" work better than listing what the world is full of?

A list would narrow the poem to specific items. "Full of meat and drink" stands for everything good. The reader fills in their own abundance.

I CAN | I can show how brevity creates power..

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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 gratitude in four lines."

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 gratitude in four lines.

Write a four-line poem about something you are thankful for. Say it in the simplest way.

**It is very good to know / the sun comes up to melt the snow, / and birds return
when winter ends, / and I have books and I have friends.**

I CAN | I can own it. write gratitude in four lines..

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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 the 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 the brevity.

Why is a four-line poem about gratitude stronger than a long list of blessings?

A long list feels like counting. Four lines feel like a sigh of contentment. The reader finishes the poem still in the feeling.

I CAN | I can defend the 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 gratitude poem.

Express thankfulness in the fewest possible words.

**Use what you learned this week about gratitude in four lines.
Write your own text that uses this craft move.**

I CAN | I can use gratitude in four lines 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 Four lines. The world is full of good things, and children everywhere give thanks for them. That is the whole poem.

CHOOSE B. "The world is full of meat and drink" (the abundance)

SHOW A list would narrow the poem to specific items. "Full of meat and drink" stands for everything good. The reader fills in their own abundance.

OWN Answers vary. One example: **It is very good to know / the sun comes up to melt the snow, / and birds return when winter ends, / and I have books and I have friends.**

DEFEND A long list feels like counting. Four lines feel like a sigh of contentment. The reader finishes the poem still in the feeling.

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 "A PIN HAS A HEAD" (CHRISTINA ROSSETTI)

**A pin has a head, but has no hair;
A clock has a face, but no mouth there;
Needles have eyes, but they cannot see;
A fly has a trunk without lock or key.**

What is the purpose of listing these riddles?

- A** To prove pins are useful
- B** To teach sewing
- C** To list favorite items
- D** To show that the same word can mean different things

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Show What You Know

 ~4 min

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

"Test on 'A pin has a head.'"

▶ Read text and question.

"Read all four choices."

▶ Choose privately.

ANSWER KEY: D.

CHECK FOR UNDERSTANDING

Choose by purpose.

RAISE THE THINKING

Why is each wrong?

The answer is D.

A To prove pins are useful
Not about usefulness.

B To teach sewing
Not about sewing.

C To list favorite items
About double meanings.

D To show that the same word can mean different things
Correct.
Each line uses a word (head, face, eyes, trunk) with two meanings. Wordplay.

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The Answer, and Why

 ~4 min

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

"The answer is D."

▶ Reveal reasons.

"Each wrong choice does not match."

▶ Write one sentence.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why D fits.

RAISE THE THINKING

Write a new question.