

PUBLISHED TEXTS

EXACT TEKS WORDING (FROM TEA)

“recognize characteristics and structures of informational text, including the central idea with supporting evidence”

“compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft”

WHAT DOES THIS MEAN TO ME?

Informational writers describe exactly what they observe.

A comparison to something familiar helps readers picture a new idea.

Precise verbs make each step clear.

THIS WEEK'S FOCUS

Precise Observation and Comparison

from **“The Pastoral Bees”** by John Burroughs (1879)

Burroughs explains how bees store pollen by describing exactly what he saw, and he compares each action to something readers know: kicking off boots, packing butter. This week we study how informational writers use precise details and comparisons to explain.

This deck teaches **informational author craft and composition** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

SLIDE 1 OF 11 ·

Introduce the Mentor Text

 ~5 min

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

“This week we study a published informational text and one craft move: precise observation and comparison.”

▶ Show the cover. Read the exact TEKS wording aloud.

“Our mentor text is The Pastoral Bees by John Burroughs, from 1879.”

▶ Preview the five thinking levels: Notice, Choose, Show, Own, Defend.

PREP & MATERIALS: slide deck · “The Pastoral Bees” (John Burroughs, 1879) · tracking sheet · pencils

THE MENTOR TEXT

The Pastoral Bees · The Spider's Web (test)

CHECK FOR UNDERSTANDING

Ask what makes a text informational.

RAISE THE THINKING

Ask how this text differs from the fables and poems of earlier weeks.

Read the published text.

John Burroughs kept bees and watched them closely. Read how he describes the work inside the hive. Read it twice.

The Pastoral Bees (excerpt)

My bees get their first supplies from the catkins of the willows. How quickly they find them out. If but one catkin opens anywhere within range, a bee is on hand that very hour to rifle it, and it is a most pleasing experience to stand near the hive some mild April day and see them come pouring in with their little baskets packed with this first fruitage of the spring.

When a bee brings pollen into the hive, he advances to the cell in which it is to be deposited and kicks it off as one might his overalls or rubber boots, making one foot help the other; then he walks off without ever looking behind him; another bee, one of the indoor hands, comes along and rams it down with his head and packs it into the cell as the dairymaid packs butter into a firkin.

SOURCE · PUBLIC DOMAIN

John Burroughs, *Birds and Bees, Sharp Eyes, and Other Papers*, Houghton, Mifflin, 1887 edition (public domain, Project Gutenberg #3163)

I CAN | I can read a published informational text and notice the author's craft move.

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Grade 5 · Informational and Argumentative Mentor Texts

TEKS 5.9(D) · 5.12(B) · Published Texts & Mentor Texts · Grade 5 · Informational Mentor Text 4 of 4 · slide 2 of 11

SLIDE 2 OF 11 ·

Read the Published Text

 ~6 min

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

"This is our published mentor text. Listen first, then we will read it together."

▶ Read the excerpt aloud twice. Define any hard words in passing.

"Listen for the craft move: precise observation and comparison."

▶ Point to the source box. Explain that this text is real, published, and in the public domain.

"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. Use the Grade 5 Fluency Feedback Guide for rate, accuracy, and prosody feedback. (ELPS 3(H), 3(A), 2(A))

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Ask students to retell the excerpt in one sentence.

COMMON MISCONCEPTION

Thinking old texts are hard to use. The craft move works in our writing today.

TODAY'S THINKING JOB

NOTICE

"I can notice comparisons in informational text."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including the central idea with supporting evidence"

"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"

Notice the comparisons.

Find two comparisons Burroughs uses to explain what the bees do.

**kicks it off as one might his overalls or rubber boots
packs it into the cell as the dairymaid packs butter into a firkin**

I CAN | I can notice the comparisons that explain the bees' work.

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Grade 5 · Informational and Argumentative Mentor Texts · Monday

TEKS 5.9(D) · 5.12(B) · Published Texts & Mentor Texts · Grade 5 · Informational Mentor Text 4 of 4 · slide 3 of 11

SLIDE 3 OF 11 ·
Monday · NOTICE

🕒 ~4 min

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

"Today's job is NOTICE. Notice the comparisons."

▶ Find two comparisons Burroughs uses to explain what the bees do.

"I can notice comparisons in informational text."

▶ Students write on the NOTICE row of the tracking sheet, then share with a partner.

ANSWER KEY: Kicking off pollen **as one might his overalls or rubber boots**, and packing it **as the dairymaid packs butter into a firkin**.

CHECK FOR UNDERSTANDING

I can notice the comparisons that explain the bees' work.

RPLD EVIDENCE & ADVICE

Foundational level. Accept any accurate pointing to the text.

TODAY'S THINKING JOB

CHOOSE

"I can choose precise verbs."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including the central idea with supporting evidence"

"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"

Choose the precise verbs.

Which group of verbs shows exactly what the bees do?

A advances, kicks, walks off, rams, packs

B brings, is, comes

C find, opens, is

I CAN | I can choose the precise verbs the writer uses.

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SLIDE 4 OF 11 •

Tuesday • CHOOSE

 ~4 min

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

"Today's job is CHOOSE. Choose the precise verbs."

▶ Which group of verbs shows exactly what the bees do?

"I can choose precise verbs."

▶ Students write on the CHOOSE row of the tracking sheet, then share with a partner.

ANSWER KEY: A. advances, kicks, walks off, rams, packs: each verb names one exact action.

CHECK FOR UNDERSTANDING

I can choose the precise verbs the writer uses.

RPLD EVIDENCE & ADVICE

Developing level. Ask why the other choices are weaker.

TODAY'S THINKING JOB

SHOW

"I can show how details explain a process."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including the central idea with supporting evidence"

"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"

Show the teamwork.

Explain the two jobs: the bee that brings pollen and the bee that packs it.

Field bee: brings pollen, *kicks it off*, walks away.
Indoor bee: *rams it down* and *packs it* into the cell.

I CAN | I can show how precise details explain how the bees work together.

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SLIDE 5 OF 11 ·

Wednesday · SHOW

 ~4 min

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

"Today's job is SHOW. Show the teamwork."

▶ Explain the two jobs: the bee that brings pollen and the bee that packs it.

"I can show how details explain a process."

▶ Students write on the *SHOW* row of the tracking sheet, then share with a partner.

ANSWER KEY: One bee brings the pollen and kicks it into the cell. An indoor bee packs it down. The details show the hive divides the work.

CHECK FOR UNDERSTANDING

I can show how precise details explain how the bees work together.

RPLD EVIDENCE & ADVICE

Independent level. Students explain how, not just what.

TODAY'S THINKING JOB

OWN

"I can describe an observation with a comparison."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including the central idea with supporting evidence"

"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"

Own it. Try the craft move.

Observe something real, like a pet, a bird, or a classmate's routine. Describe one action precisely with a comparison.

The _____ (precise verb) _____
as _____ (something familiar).

I CAN | I can write a precise observation with a comparison.

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SLIDE 6 OF 11 ·

Thursday · OWN

 ~4 min

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

"Today's job is OWN. Own it. Try the craft move."

▶ Observe something real, like a pet, a bird, or a classmate's routine.
Describe one action precisely with a comparison.

"I can describe an observation with a comparison."

▶ Students write on the OWN row of the tracking sheet, then share with a partner.

ANSWER KEY: Answers vary. One example: **The squirrel stuffed acorns into its cheeks as a shopper crams groceries into one last bag.**

CHECK FOR UNDERSTANDING

I can write a precise observation with a comparison.

RPLD EVIDENCE & ADVICE

Advanced level. Students try the move in their own words.

TODAY'S THINKING JOB

DEFEND

"I can defend why comparisons help readers learn."

EXACT TEKS WORDING

"recognize characteristics and structures of informational text, including the central idea with supporting evidence"

"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft"

Defend the author's choice.

Why does Burroughs compare bees to people doing everyday work?

**Readers have never watched inside a hive.
But they **have** pulled off boots and seen butter packed.**

I CAN | I can defend why familiar comparisons make new facts easy to picture.

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SLIDE 7 OF 11 ·

Friday · DEFEND

 ~4 min

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

"Today's job is DEFEND. Defend the author's choice."

▶ Why does Burroughs compare bees to people doing everyday work?

"I can defend why comparisons help readers learn."

▶ Students write on the DEFEND row of the tracking sheet, then share with a partner.

ANSWER KEY: Most readers have never seen inside a hive. Comparing bees to familiar chores lets them picture each action and remember it.

CHECK FOR UNDERSTANDING

I can defend why familiar comparisons make new facts easy to picture.

RPLD EVIDENCE & ADVICE

Reflective level. Students judge the author's choice with a because statement.

Write your own observation paragraph.

Watch something in nature for five minutes. Explain what it does with precise verbs and one comparison.

Name what you observed.
Describe each action with precise verbs.
Add one comparison to something familiar.

I CAN | I can write an informational paragraph from my own precise observations.

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SLIDE 8 OF 11 ·

YOUR TURN

 ~6 min

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

“Write your own observation paragraph.”

▶ Watch something in nature for five minutes. Explain what it does with precise verbs and one comparison.

“Use the craft move from our mentor text.”

▶ Circulate. Confer with two or three writers and name the move you see.

ANSWER KEY: Answers vary. Check for precise verbs, a step-by-step description, and a comparison.

CHECK FOR UNDERSTANDING

Scan drafts for the craft move.

RPLD EVIDENCE & ADVICE

Independent practice. Students write on the back of the tracking sheet.

Answers, across the five thinking levels.

NOTICE Kicking off pollen **as one might his overalls or rubber boots**, and packing it **as the dairymaid packs butter into a firkin**.

CHOOSE **A.** advances, kicks, walks off, rams, packs: each verb names one exact action.

SHOW One bee brings the pollen and kicks it into the cell. An indoor bee packs it down. The details show the hive divides the work.

OWN Answers vary. One example: **The squirrel stuffed acorns into its cheeks as a shopper crams groceries into one last bag.**

DEFEND Most readers have never seen inside a hive. Comparing bees to familiar chores lets them picture each action and remember it.

YOUR TURN Answers vary. Check for precise verbs, a step-by-step description, and a comparison.

SLIDE 9 OF 11 ·

Review the Answers

 ~4 min

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

“Let’s check our work across all five thinking levels.”

▶ *Reveal the answers one row at a time.*

“If you missed one, that is your learning for today.”

▶ *Celebrate strong explanations, not only correct answers.*

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Ask a student to explain one answer in their own words.

RPLD EVIDENCE & ADVICE

OWN turns into DEFEND when students explain their choices.

READ THIS PASSAGE EXCERPT · FROM “THE SPIDER’S WEB” (JEAN-HENRI FABRE, 1917)

“Since it must serve as a support to the silken network, the first thread stretched from one bank to the other must be of exceptional firmness. The epeira begins, therefore, by fixing both ends well; then, going and coming on the thread from one extremity to the other, always spinning, it doubles and trebles the strands and sticks them together in a common cable. A second similar cable is necessary, placed beneath the first in an almost parallel direction. It is between the two that the web must be spun.”

Why must the spider’s first thread be so strong?

- A It is the last thread spun.
- B It hangs straight down.
- C It supports the whole silken network.
- D It catches the most insects.

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SLIDE 10 OF 11 ·

Show What You Know

 ~4 min

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

“Here is a test-style question on a passage from *The Spider’s Web*.”

▶ Read the passage and the question aloud.

“Read all four choices before you decide.”

▶ Students choose privately, then bubble the answer on the back of the tracking sheet.

ANSWER KEY: C.

CHECK FOR UNDERSTANDING

Ask students to find the words in the passage that prove their answer.

RPLD EVIDENCE & ADVICE

DEFEND in action.

The answer is C.

- A** It is the last thread spun.
It is the first thread, not the last.
- B** It hangs straight down.
The first thread stretches from one bank to the other.
- C** **Correct.**
The text says it must serve as a support to the silken network.
- D** It catches the most insects.
The text does not say the first thread catches insects.

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SLIDE 11 OF 11 ·

The Answer, and Why

 ~4 min

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

“The answer is C.”

▶ Reveal why each wrong choice does not match the passage.

“Each wrong choice does not match the words in the passage.”

▶ Students write one sentence explaining why the answer is correct.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why C fits the passage.

RAISE THE THINKING

Write a new question about the passage for a partner.