

PUBLISHED TEXTS

EXACT TEKS WORDING (FROM TEA)

*"explain the author's purpose and message within a text"**"compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft"*

WHAT DOES THIS MEAN TO ME?

Published poems are real poems written by real poets and published for the world to read.

A poet paints pictures with words so the reader can see, hear, and feel something new.

When I study what a poet did, I can try that same craft in my own poem.

THIS WEEK'S FOCUS

Personification as Craft

from "My Shadow" (Robert Louis Stevenson, *A Child's Garden of Verses*, 1885)

A poet can make something that is not alive seem like a person. Stevenson gives the shadow a personality: it grows, shrinks, plays, and even sleeps in bed. This week we read a published poem, notice how the poet uses personification, and try that craft move in our own poem.

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

NOTICE · CHOOSE · SHOW · OWN · DEFEND

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Grade 5 · Prepare Cluster · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 4 of 36 · Prepare Cluster · Module 4 · slide 1 of 11

TEACHER SAYS & DOES · SLIDE 1 OF 11 ·

Introduce the Week

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"This week we study a published poem where the author uses a specific craft move. Watch for how the author delivers the message."

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

"Our mentor text is "My Shadow" from the same collection. We will learn that craft move and try it in our own writing."

▶ Point to the five thinking levels. Preview the week: we NOTICE, CHOOSE, SHOW, OWN, then DEFEND.

PREP & MATERIALS: the Published Texts and Mentor Texts slide deck for Prepare Cluster Module 4 · a class copy of "My Shadow" (Robert Louis Stevenson, *A Child's Garden of Verses*, 1885, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from "My Shadow" (main text) and "Autumn Fires" (test item)

CHECK FOR UNDERSTANDING

Ask a student to say what the craft move is, in their own words.

RAISE THE THINKING

Ask a student how this craft move makes the reader feel differently than if the message were simply stated.

Read the published poem.

Read it aloud slowly. Listen to the rhythm and watch for the craft the poet uses.

My Shadow

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow—
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an india-rubber ball,
And he sometimes goes so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close behind me, he's a coward you can see;
I'd think shame to stick to nurse as that shadow sticks to me!

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepy-head,
Had stayed at home behind me and was fast asleep in bed.

SOURCE

Robert Louis Stevenson, *A Child's Garden of Verses*, 1885 (Project Gutenberg #136, public domain)

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TEACHER SAYS & DOES · SLIDE 2 OF 11 ·

 ~6 min

Read the Published Poem

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"This is our published mentor text. It is "My Shadow" from Robert Louis Stevenson."

▶ Read the source line aloud. Then read the text aloud twice, slowly. The second time, invite students to read along.

"As you listen, watch for the sentence or moment where the author delivers the message. Do not call it out yet. Just notice it."

▶ After reading, point to the key sentence. Ask students to read it once together. Do not explain it fully yet.

"Now we will take turns reading. I read one line, then you read the next line. Keep your finger under each word."

▶ Take Turns Reading (Fluency). Model line 1 with expression, then pause. The student reads line 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: The message is found in the key sentence. The author uses personification as craft to deliver it.

CHECK FOR UNDERSTANDING

Ask a student to point to the exact sentence where the author states or shows the message.

COMMON MISCONCEPTION

Students may confuse a detail with the message. A detail tells what happens. The message tells what the reader should learn.

RPLD EVIDENCE & ADVICE

This slide is the read the published text moment. Keep it joyful. Do not turn the poem into a worksheet.

RAISE THE THINKING

Ask a student what they notice about where the author placed the message.

TODAY'S THINKING JOB

NOTICE

"I can notice how the poet makes a shadow seem like a person."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft"

Notice the personification.

Read the poem. Find the words that make the shadow seem alive.

"He is very, very like me" · "he likes to grow" · "He stays so close behind me" · "fast asleep in bed"

I CAN | I can notice how the poet uses personification to make something seem alive.

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Grade 5 · Prepare Cluster · Published Texts & Mentor Texts · Monday

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TEACHER SAYS & DOES · SLIDE 3 OF 11 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice how the poet makes a shadow seem like a person."

▶ Read the I can statement aloud, then the task on the slide: Notice the personification. Read the poem. Find the words that make the shadow seem alive.

"Look at the text on the slide. Think about what the author is doing and why."

▶ Give think time, then have students write their answer on the NOTICE row of the tracking sheet.

ANSWER KEY: The poet calls the shadow "he," says it "likes to grow," plays, and sleeps in bed. Those words make the shadow seem like a living companion.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about notice the personification. Keep the demand at this level.

RAISE THE THINKING

Ask a student to connect this answer to a text they have read before.

TODAY'S THINKING JOB

CHOOSE

"I can choose the line that best shows personification."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft"

Choose the strongest example.

Which line gives the shadow the most human quality?

- A "He stays so close behind me, he's a coward you can see."
- B "I have a little shadow that goes in and out with me."
- C "He is very, very like me from the heels up to the head."

I CAN | I can choose the line that best shows personification.

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TEACHER SAYS & DOES · SLIDE 4 OF 11 ·

Tuesday · CHOOSE · Developing

🕒 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is **CHOOSE**. I can choose the line that best shows personification."

▶ Read the I can statement aloud, then the task on the slide: Choose the strongest example. Which line gives the shadow the most human quality?

"Look at the text on the slide. Think about what the author is doing and why."

▶ Give think time, then have students write their answer on the CHOOSE row of the tracking sheet.

ANSWER KEY: A. Calling the shadow a "coward" gives it a human emotion. The other lines describe what the shadow does, but A gives it a personality trait.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choose the strongest example. Keep the demand at this level.

RAISE THE THINKING

Ask a student to connect this answer to a text they have read before.

TODAY'S THINKING JOB

SHOW

"I can show how the poet builds personification across the whole poem."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft"

Show how personification builds.

How does the poet add more human qualities as the poem continues?

Stanza 1: the shadow moves. Stanza 2: it grows and shrinks. Stanza 3: it is a coward. Stanza 4: it sleeps in bed.

I CAN | I can explain how the poet builds personification across the poem.

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Wednesday · SHOW · Independent

🕒 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how the poet builds personification across the whole poem."

▶ Read the I can statement aloud, then the task on the slide: Show how personification builds. How does the poet add more human qualities as the poem continues?

"Look at the text on the slide. Think about what the author is doing and why."

▶ Give think time, then have students write their answer on the SHOW row of the tracking sheet.

ANSWER KEY: The poet starts with simple actions (going in and out), adds growth, then gives the shadow a personality (coward), and finally lets it sleep in bed. Each stanza makes the shadow more human.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

SHOW at Independent is about show how personification builds. Keep the demand at this level.

RAISE THE THINKING

Ask a student to connect this answer to a text they have read before.

TODAY'S THINKING JOB

OWN

"I can write my own personification."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft"

Own it. Try the craft move.

Choose something that is not alive. Write two lines that give it a human quality.

**Choose something that is not alive (a cloud, a pencil, a door).
Write two lines that give it a human quality, the way Stevenson did with the shadow.**

I CAN | I can write my own lines using personification.

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TEACHER SAYS & DOES · SLIDE 6 OF 11 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write my own personification."

▶ Read the I can statement aloud, then the task on the slide: Own it. Try the craft move. Choose something that is not alive. Write two lines that give it a human quality.

"Look at the text on the slide. Think about what the author is doing and why."

▶ Give think time, then have students write their answer on the OWN row of the tracking sheet.

ANSWER KEY: Answers vary. One example: "The old door yawned when I pushed it open, tired of standing still all day."

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

OWN at Advanced is about own it. try the craft move. Keep the demand at this level.

RAISE THE THINKING

Ask a student to connect this answer to a text they have read before.

TODAY'S THINKING JOB

DEFEND

"I can defend why the poet uses personification instead of plain description."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft"

Defend the poet's choice.

Why does calling the shadow a coward or letting it sleep in bed work better than just describing how shadows move?

Stevenson could have written: "Shadows change size when the light changes." Why is the poem better with personification?

I CAN | I can defend why personification is a stronger craft choice than plain description.

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TEACHER SAYS & DOES · SLIDE 7 OF 11 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend why the poet uses personification instead of plain description."

▶ Read the I can statement aloud, then the task on the slide: Defend the poet's choice. Why does calling the shadow a coward or letting it sleep in bed work better than just describing how shadows move?

"Look at the text on the slide. Think about what the author is doing and why."

▶ Have students write a because statement on the DEFEND row, then share two strong answers.

ANSWER KEY: Personification turns a science fact into a story. The reader imagines a funny companion instead of just thinking about light. The craft makes the shadow feel real and gives the poem its charm.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defend the poet's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to connect this answer to a text they have read before.

Write your own personification poem.

Choose something that is not alive. Give it at least two human qualities. Make the reader see it as a character.

**Choose something that is not alive.
Give it at least two human qualities.
Make the reader see it as a character.**

I CAN | I can write my own story and use the craft move we studied all week.

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Independent Practice · YOUR TURN

 ~6 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to write like the author of the text."

▶ Read the Your Turn task: Write your own personification poem. Choose something that is not alive. Give it at least two human qualities. Make the reader see it as a character. Students work independently on the tracking sheet.

"Use the craft move we studied all week. Make it your own."

▶ Give three to four minutes of independent writing time. Share two or three strong examples.

CHECK FOR UNDERSTANDING

Scan for the craft move in student writing.

RAISE THE THINKING

Ask a student to read their work and name the craft move they used.

Answers, across the five thinking levels.

NOTICE The poet calls the shadow "he," says it "likes to grow," calls it "a coward," and says it was "fast asleep in bed." Those words make the shadow seem like a living person.

CHOOSE A. Calling the shadow a "coward" gives it a human emotion, not just an action.

SHOW Each stanza adds more: first movement, then growth, then personality (coward), then sleep. The personification builds stanza by stanza.

OWN Answers vary. One example: "The old door yawned when I pushed it open, tired of standing still all day."

DEFEND Personification turns a fact into a story. The reader imagines a companion instead of just understanding how shadows work. The craft makes the poem charming and memorable.

YOUR TURN Answers vary. One example: My backpack groans when I fill it with books. It slumps against the wall when I set it down. I think it would rather stay home and rest.

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TEACHER SAYS & DOES · SLIDE 9 OF 11 ·

Answers

 ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let us look at the answers together."

▶ Walk through each answer. For NOTICE, CHOOSE, and SHOW, have a student read the answer aloud. For OWN and DEFEND, share two or three student examples.

CHECK FOR UNDERSTANDING

Ask a student which level stretched their thinking the most.

READ THIS PASSAGE EXCERPT • FROM "AUTUMN FIRES" (ROBERT LOUIS STEVENSON, A CHILD'S GARDEN OF VERSES, 1885)

**"In the other gardens
And all up the vale,
From the autumn bonfires
See the smoke trail!**

**Pleasant summer over
And all the summer flowers,
The red fire blazes,
The grey smoke towers.**

What is the poet's purpose in this poem?

- A** To warn children not to play near bonfires.
- B** To explain how bonfires work.
- C** To show that every season has its own kind of beauty.

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TEACHER SAYS & DOES • SLIDE 10 OF 11 •

Show What You Know

 ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Now read a new text on your own. This is "Autumn Fires" from Robert Louis Stevenson, A Child's Garden of Verses, 1885."

▶ Read the passage aloud once. Then give students time to read it again silently and choose their answer.

"Choose the best answer and circle it on the tracking sheet. Then write why you chose it on the back."

▶ Give two minutes, then move to slide 11.

CHECK FOR UNDERSTANDING

Ask a student to share their answer and their reasoning.

The answer is C.

A

To warn children not to play near bonfires.

The poem celebrates autumn fires. It does not warn against them.

B

To explain how bonfires work.

The poem is not about how fires work. It is about finding beauty in each season.

C

To show that every season has its own kind of beauty.

Correct.

The last stanza says "Something bright in all! Flowers in the summer, Fires in the fall!" The poet finds something beautiful in both seasons.

D

To prove that fall is better than summer.

The poet does not say one season is better. He says both have something bright.

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The Answer, and Why



~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C."

▶ Read each choice. Explain why the correct answer is right and why each wrong answer is wrong.

"This is the kind of thinking the state test asks for. You practiced it all week."

CHECK FOR UNDERSTANDING

Ask a student to say in their own words why the correct answer is best.