

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

Imagination Transforms the Ordinary

from “Pirate Story” (Robert Louis Stevenson, *A Child’s Garden of Verses*, 1885)

A poet can turn a backyard into an ocean. Stevenson makes a meadow feel like the open sea, cattle become a squadron, and a garden gate becomes a harbour. This week we read a published poem, notice how the poet transforms ordinary things through imagination, 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 · Cluster 1 · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 7 of 36 · Cluster 1 · Module 3 · 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 “Pirate Story” 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 Cluster 1 Module 3 · a class copy of “Pirate Story” (Robert Louis Stevenson, *A Child’s Garden of Verses*, 1885, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from “Pirate Story” (main text) and “Summer Sun” (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.

Pirate Story

Three of us afloat in the meadow by the swing,
Three of us abroad in the basket on the lea.
Winds are in the air, they are blowing in the spring,
And waves are on the meadow like the waves there are at sea.

Where shall we adventure, to-day that we're afloat,
Wary of the weather and steering by a star?
Shall it be to Africa, a-steering of the boat,
To Providence, or Babylon or off to Malabar?

Hi! but here's a squadron a-rowing on the sea—
Cattle on the meadow a-charging with a roar!
Quick, and we'll escape them, they're as mad as they can be,
The wicket is the harbour and the garden is the shore.

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 "Pirate Story" 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 imagination transforms the ordinary 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 transforms ordinary things through imagination."

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 transformation.

Read the poem. Find the lines where the poet turns ordinary things into something imaginary.

Meadow → sea • Basket → boat • Cattle → squadron • Garden → shore

I CAN | I can notice how the poet transforms ordinary things into something imaginary.

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Grade 5 • Cluster 1 • 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 transforms ordinary things through imagination."

▶ Read the I can statement aloud, then the task on the slide: Notice the transformation. Read the poem. Find the lines where the poet turns ordinary things into something imaginary.

"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 turns the meadow into a sea, the basket into a boat, the cattle into a squadron, and the garden into a shore. Every ordinary thing becomes part of the adventure.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about notice the transformation. 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 the transformation."

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 best shows the poet turning something ordinary into something imaginary?

- A** "And waves are on the meadow like the waves there are at sea."
B "Winds are in the air, they are blowing in the spring."
C "Three of us afloat in the meadow by the swing."

I CAN | I can choose the line that best shows the poet transforming the ordinary.

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Grade 5 · Cluster 1 · Published Texts & Mentor Texts · Tuesday

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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 the transformation."

▶ Read the I can statement aloud, then the task on the slide: Choose the strongest example. Which line best shows the poet turning something ordinary into something imaginary?

"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. The meadow literally becomes the sea through the simile. B describes real wind. C hints at the game but A shows the full transformation.

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 the imaginary world across the 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 the world builds.

How does the poet add more imaginary details as the poem goes on?

Stanza 1: the meadow becomes the sea. Stanza 2: they choose real destinations. Stanza 3: cattle become an enemy fleet.

I CAN | I can explain how the poet builds an imaginary world across the poem.

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TEACHER SAYS & DOES · SLIDE 5 OF 11 ·

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 the imaginary world across the poem."

▶ Read the I can statement aloud, then the task on the slide: Show how the world builds. How does the poet add more imaginary details as the poem goes on?

"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 poem starts with a simple game (floating in a basket), adds real place names to make the adventure feel big, then turns cattle into enemies. Each stanza adds another layer of imagination.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

SHOW at Independent is about show how the world 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 transform ordinary things through imagination in my own writing."

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.

Pick a place you know well. Write two lines that transform something ordinary there into something imaginary.

**Pick a place you know well (your room, a playground, a hallway).
Write two lines that turn something ordinary into something imaginary.**

I CAN | I can transform ordinary things through imagination in my own writing.

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Grade 5 · Cluster 1 · Published Texts & Mentor Texts · Thursday

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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 transform ordinary things through imagination in my own writing."

▶ Read the I can statement aloud, then the task on the slide: Own it. Try the craft move. Pick a place you know well. Write two lines that transform something ordinary there into something imaginary.

"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 hallway tiles are stepping stones across a river, and the drinking fountain is a waterfall at the end of the trail."

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 transforming the ordinary is a stronger craft move than describing an imaginary world from scratch.

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 is it more fun to turn a meadow into the sea than to just describe a made-up ocean?

Stevenson could have written about a real ocean voyage. Why is it more powerful to transform a meadow?

I CAN | I can defend why transforming the ordinary is a powerful craft move.

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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 transforming the ordinary is a stronger craft move than describing an imaginary world from scratch."

▶ Read the I can statement aloud, then the task on the slide: Defend the poet's choice. Why is it more fun to turn a meadow into the sea than to just describe a made-up ocean?

"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: When the poet uses real things (meadow, cattle, garden), the reader can imagine doing the same thing. The craft works because every reader has a backyard. A fantasy ocean does not invite the reader in the same way.

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 poem that transforms the ordinary.

Choose a place you know. Write at least four lines that turn ordinary things into something imaginary, the way Stevenson turned a meadow into the sea.

**Choose a place you know.
Write at least four lines that turn ordinary things into
something imaginary.
Make the reader see the transformation.**

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 poem that transforms the ordinary. Choose a place you know. Write at least four lines that turn ordinary things into something imaginary, the way Stevenson turned a meadow into the sea. 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 turns the meadow into a sea, the basket into a boat, cattle into a squadron, and the garden into a shore. Every ordinary thing becomes an adventure.

CHOOSE A. The meadow literally becomes the sea through the simile. B is real wind. C starts the game but A shows the full change.

SHOW Each stanza adds a layer: first the sea, then real destinations, then an enemy fleet. The imaginary world gets bigger and more vivid.

OWN Answers vary. One example: "The hallway tiles are stepping stones across a river, and the drinking fountain is a waterfall at the end of the trail."

DEFEND When the poet uses real things the reader knows, the reader can imagine doing it too. A fantasy ocean does not invite the reader in the same way.

YOUR TURN Answers vary. One example: My desk is a ship and my pencils are the crew. The eraser is the anchor. My notebook is the map, and every page I turn is a new island to explore.

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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 "SUMMER SUN" (ROBERT LOUIS STEVENSON, A CHILD'S GARDEN OF VERSES, 1885)

**"He has seen the starry hours
And the springing of the flowers;
And the fairy things that pass
In the forests of the grass.**

**In the silence he has heard
Talking bee and ladybird,
And the butterfly has flown
O'er him as he lay alone.**

What is the poet's purpose in this poem?

A To describe a sunny day at school.

B To show that the natural world is full of tiny wonders that can only be seen by those who pay attention.

C To explain why flowers grow in summer.

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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 "Summer Sun" 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 B.

- A To describe a sunny day at school.**
The poem is about nature and quiet observation, not about school.
- B Correct.**
The poem describes starry hours, flowers springing, fairy things in the grass, talking bees, and butterflies. These details show tiny wonders visible only to a patient observer.
- C To explain why flowers grow in summer.**
The poem mentions flowers but does not explain how they grow. The purpose is about noticing small wonders.
- D To tell the reader that bees can talk.**
"Talking bee" is personification, not a fact. The poet uses it to show the tiny sounds of nature.

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The Answer, and Why

 ~4 min

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

"The answer is B."

▶ 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.