

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

Speaking Directly to a Character

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

The poet speaks directly to Leerie the lamplighter, calling him by name. This direct address makes the reader feel as if they are overhearing a real conversation. This week we read a published poem, notice how the poet uses direct address, 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

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 9 of 36 · Cluster 2 · Module 1 · 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 “The Lamplighter” 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 2 Module 1 · a class copy of “The Lamplighter” (Robert Louis Stevenson, *A Child’s Garden of Verses*, 1885, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from “The Lamplighter” (main text) and “The Arrow and the Song” (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.

The Lamplighter

My tea is nearly ready and the sun has left the sky.
It's time to take the window to see Leerie going by;
For every night at teatime and before you take your seat,
With lantern and with ladder he comes posting up the street.

Now Tom would be a driver and Maria go to sea,
And my papa's a banker and as rich as he can be;

But I, when I am stronger and can choose what I'm to do,
O Leerie, I'll go round at night and light the lamps with you!

For we are very lucky, with a lamp before the door,
And Leerie stops to light it as he lights so many more;
And oh! before you hurry by with ladder and with light;
O Leerie, see a little child and nod to him to-night!

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 "The Lamplighter" 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 speaking directly to a character 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 when the poet speaks directly to a character."

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 direct address.

Read the poem. Find the lines where the speaker talks to Leerie as if he is right there.

"O Leerie, I'll go round at night and light the lamps with you!"
"O Leerie, see a little child and nod to him to-night!"

I CAN | I can notice when the poet speaks directly to a character in the poem.

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Grade 5 · Cluster 2 · 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 when the poet speaks directly to a character."

▶ Read the I can statement aloud, then the task on the slide: Notice the direct address. Read the poem. Find the lines where the speaker talks to Leerie as if he is right there.

"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 speaker says "O Leerie" twice, talking to the lamplighter as if he can hear. That direct address makes the poem feel personal.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about notice the direct address. 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 direct address."

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 speaking directly to Leerie?

A "My tea is nearly ready and the sun has left the sky."

B "O Leerie, see a little child and nod to him to-night!"

C "With lantern and with ladder he comes posting up the street."

I CAN | I can choose the line that best shows direct address.

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Grade 5 • Cluster 2 • 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 direct address."

▶ Read the I can statement aloud, then the task on the slide: Choose the strongest example. Which line best shows the poet speaking directly to Leerie?

"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: B. The speaker calls Leerie by name and asks him to do something. B and C describe the scene but do not talk to Leerie directly.

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 direct address changes the feeling of 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 direct address works.

How does talking to Leerie instead of about him change the way the poem feels?

Stanza 1 talks **about** Leerie: "he comes posting up the street."

Stanza 2 talks **to** Leerie: "O Leerie, I'll go round at night."

The shift makes the poem feel **personal and warm**.

I CAN | I can explain how direct address changes the feeling of the poem.

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Grade 5 · Cluster 2 · Published Texts & Mentor Texts · Wednesday

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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 direct address changes the feeling of the poem."

▶ Read the I can statement aloud, then the task on the slide: Show how direct address works. How does talking to Leerie instead of about him change the way the poem feels?

"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: When the speaker talks about Leerie, the reader watches from outside. When the speaker talks to Leerie, the reader feels the warmth of the connection. The shift makes the admiration feel real.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

SHOW at Independent is about show how direct address works. 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 use direct address in my own 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"

Own it. Try the craft move.

Choose someone you admire. Write two lines that speak directly to that person, the way the speaker talks to Leerie.

**Choose someone you admire (a teacher, a coach, a grandparent).
Write two lines speaking directly to that person.**

I CAN | I can use direct address in my own poem.

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Grade 5 · Cluster 2 · 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 use direct address in my own poem."

▶ Read the I can statement aloud, then the task on the slide: Own it. Try the craft move. Choose someone you admire. Write two lines that speak directly to that person, the way the speaker talks to Leerie.

"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: "O Coach, when you stand at the edge of the field, I promise I will run faster for you."

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 direct address is a stronger craft choice than describing someone from a distance."

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 talking to Leerie work better than just describing him?

Stevenson could have written: "The lamplighter is a fine man." Why is "O Leerie" better?

I CAN | I can defend why direct address is a stronger craft choice than distant description.

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Grade 5 · Cluster 2 · Published Texts & Mentor Texts · Friday

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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 direct address is a stronger craft choice than describing someone from a distance."

▶ Read the I can statement aloud, then the task on the slide: Defend the poet's choice. Why does talking to Leerie work better than just describing him?

"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: Direct address creates a relationship between the speaker and Leerie. The reader feels like they are overhearing something private. A description from a distance would feel flat.

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 using direct address.

Choose someone you admire. Write at least four lines that speak directly to them. Use their name or title.

**Choose someone you admire.
Write at least four lines speaking directly to them.
Use their name or title.**

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

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TEACHER SAYS & DOES · SLIDE 8 OF 11 ·

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 using direct address. Choose someone you admire. Write at least four lines that speak directly to them. Use their name or title. 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 speaker says "O Leerie" twice, talking directly to the lamplighter as if he can hear. That direct address makes the poem feel personal.

CHOOSE B. The speaker calls Leerie by name and asks him to nod. B and C describe the scene from a distance.

SHOW The poem shifts from talking about Leerie (stanza 1) to talking to him (stanzas 2-3). That shift makes the admiration feel warm and real.

OWN Answers vary. One example: "O Coach, when you stand at the edge of the field, I promise I will run faster for you."

DEFEND Direct address creates a relationship. The reader overhears something private. A distant description would feel flat.

YOUR TURN Answers vary. One example: O Grandma, when you sit on the porch and wave, I always feel like everything will be all right. One day, when I am older, I will sit on a porch too and wave, just like you.

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 “THE ARROW AND THE SONG” (HENRY WADSWORTH LONGFELLOW, 1845)

**“I shot an arrow into the air,
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.**

**I breathed a song into the air,
It fell to earth, I knew not where;**

**For who has sight so keen and strong,
That it can follow the flight of song?**

**Long, long afterward, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.”**

What is the poet’s purpose in this poem?

- A** To describe how far arrows and songs can travel.
- B** To warn people not to shoot arrows carelessly.
- C** To show that kindness, like a song, can reach a friend even when you cannot see where it goes.
- D** To explain that arrows last longer than songs.

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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 “The Arrow and the Song” from Henry Wadsworth Longfellow, 1845.”

▶ 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 describe how far arrows and songs can travel.**
The poem uses the arrow and song as symbols. The purpose is not about distance.
- B To warn people not to shoot arrows carelessly.**
The arrow is a comparison, not a safety lesson.
- C To show that kindness, like a song, can reach a friend even when you cannot see where it goes.**
Correct.
The arrow is found in an oak, but the song is found in a friend's heart. The poet shows that words of kindness travel farther than we know and land where they are needed.
- D To explain that arrows last longer than songs.**
The arrow is "still unbroke" and the song lives in a friend's heart. Both last, but the song's landing is the point.

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TEACHER SAYS & DOES · SLIDE 11 OF 11 ·

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.