

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

Names That Paint a Picture

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

The poet lists flower names that sound like stories: Shepherd’s purse, Lady Hollyhock, Bachelor’s buttons. Each name paints a picture. This week we read a published poem, notice how the poet uses real names to spark 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

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 11 of 36 · Cluster 2 · 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 “The Flowers” 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 3 · a class copy of “The Flowers” (Robert Louis Stevenson, *A Child’s Garden of Verses*, 1885, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from “The Flowers” (main text) and “A Good Boy” (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 Flowers

All the names I know from nurse:
Gardener's garters, Shepherd's purse,
Bachelor's buttons, Lady's smock,
And the Lady Hollyhock.

Fairy places, fairy things,
Fairy woods where the wild bee wings,
Tiny trees for tiny dames—
These must all be fairy names!

Tiny woods below whose boughs
Shady fairies weave a house;
Tiny tree-tops, rose or thyme,
Where the braver fairies climb!

Fair are grown-up people's trees,
But the fairest woods are these;
Where, if I were not so tall,
I should live for good and all.

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 Flowers" 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 names that paint a picture 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 uses names to paint pictures."

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 names.

Read the poem. Find the flower names that sound like they belong in a story.

**Gardener's garters · Shepherd's purse · Bachelor's buttons · Lady's smock ·
Lady Hollyhock**

I CAN | I can notice how the poet uses names to paint pictures.

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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 how the poet uses names to paint pictures."

▶ Read the I can statement aloud, then the task on the slide: Notice the names. Read the poem. Find the flower names that sound like they belong in a story.

"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 lists real flower names that sound like characters: Gardener's garters, Shepherd's purse, Bachelor's buttons, Lady's smock. Each name invites the reader to imagine a story.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about notice the names. 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 how names spark 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"

Choose the strongest example.

Which line best shows the poet turning flower names into a world?

- A "All the names I know from nurse."
- B "Fair are grown-up people's trees."
- C "These must all be fairy names!"

I CAN | I can choose the line that best shows how names spark imagination.

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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 how names spark imagination."

▶ Read the I can statement aloud, then the task on the slide: Choose the strongest example. Which line best shows the poet turning flower names into a world?

"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: C. The poet decides the flower names MUST be fairy names. That line is where imagination takes over from reality.

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 from real names to an imaginary world."

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 go from listing real flower names to imagining fairy houses?

Stanza 1: real flower names. Stanza 2: "These must all be fairy names!"
Stanzas 3-4: fairy houses and tiny woods.

I CAN | I can explain how the poet builds from real names to an imaginary world.

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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 the poet builds from real names to an imaginary world."

▶ Read the I can statement aloud, then the task on the slide: Show how the world builds. How does the poet go from listing real flower names to imagining fairy houses?

"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 real names from a nurse, decides they must be fairy names, then imagines tiny woods and fairy houses. The real names are the launch pad for the imaginary world.

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 use real names to spark imagination 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.

Think of real names that sound like they belong in a story (street names, food names, color names). Write two lines that turn them into something imaginary.

**Think of real names that sound like stories.
Write two lines that turn those names into something imaginary.**

I CAN | I can use real names to spark imagination 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 real names to spark imagination in my own poem."

▶ Read the I can statement aloud, then the task on the slide: Own it. Try the craft move. Think of real names that sound like they belong in a story (street names, food names, color names). Write two lines that turn them 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: "Butterscotch Lane and Cinnamon Hill, Peppermint Crossing and Gingerbread Mill."

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 starting with real names is a stronger craft move than inventing names."

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 using real flower names like "Shepherd's purse" work better than making up a name?

The poet could have invented fairy names from scratch. Why do real flower names work better?

I CAN | I can defend why starting with real names is a stronger craft move.

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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 starting with real names is a stronger craft move than inventing names."

▶ Read the I can statement aloud, then the task on the slide: Defend the poet's choice. Why does using real flower names like "Shepherd's purse" work better than making up a name?

"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: Real names anchor the imagination in something the reader can look up and find. The reader discovers that the real world already sounds magical. Made-up names would not have that power.

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 turns real names into something imaginary.

List real names (places, foods, plants, colors) that sound like they belong in a story. Then write at least four lines turning them into an imaginary world.

**List real names that sound like stories.
Write at least four lines turning them into an imaginary world.**

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 that turns real names into something imaginary. List real names (places, foods, plants, colors) that sound like they belong in a story. Then write at least four lines turning them into an imaginary world. 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 lists real flower names: Gardener's garters, Shepherd's purse, Bachelor's buttons, Lady's smock. Each name invites the reader to imagine a story.

CHOOSE C. "These must all be fairy names!" That line is where imagination takes over from reality.

SHOW The poet starts with real names, decides they are fairy names, then imagines fairy houses and tiny woods. Real names launch the imaginary world.

OWN Answers vary. One example: **"Butterscotch Lane and Cinnamon Hill, Peppermint Crossing and Gingerbread Mill."**

DEFEND Real names anchor the imagination in something the reader can verify. The real world already sounds magical. Made-up names would not have that power.

YOUR TURN Answers vary. One example: Cobblestone Court and Willow Way, Moonrise Meadow and Cloverleaf Bay. If I were small enough to walk those roads, I would find a castle at every turn.

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 “A GOOD BOY” (ROBERT LOUIS STEVENSON, A CHILD’S GARDEN OF VERSES, 1885)

**“I woke before the morning, I was happy all the day,
I never said an ugly word, but smiled and stuck to play.**

**And now at last the sun is going down behind the wood,
And I am very happy, for I know that I’ve been good.**

**My bed is waiting cool and fresh, with linen smooth and fair,
And I must be off to sleeps in-by, and not forget my prayer.”**

What is the poet’s purpose in this poem?

- A** To describe a perfect day of schoolwork.
- B** To explain why children should pray.
- C** To warn children to behave or else.
- D** To capture the quiet, satisfied feeling of knowing you have been good all day.

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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 “A Good Boy” 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 D.

- A To describe a perfect day of schoolwork.**
The poem says “smiled and stuck to play.” The day is about play, not school.
- B To explain why children should pray.**
The poem mentions prayer, but the purpose is about the contentment of a good day, not about prayer specifically.
- C To warn children to behave or else.**
The poem has no warning or threat. It simply describes the feeling of being good.
- D To capture the quiet, satisfied feeling of knowing you have been good all day.**
Correct.
The poet describes waking happy, playing all day, and going to bed content. The purpose is to show what it feels like to look back on a day well spent.

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The Answer, and Why

 ~4 min

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

"The answer is D."

▶ 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.