

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

Point of View Shapes the Message

from "Foreign Children" (Robert Louis Stevenson, A Child's Garden of Verses, 1885)

The speaker assumes other children must envy his life. But the reader can see that both sides have something the other does not. The poet uses a limited point of view to make the reader think. This week we read a published poem, notice how point of view shapes the message, 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 3 · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 13 of 36 · Cluster 3 · 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 "Foreign Children" 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 3 Module 1 · a class copy of "Foreign Children" (Robert Louis Stevenson, A Child's Garden of Verses, 1885, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from "Foreign Children" (main text) and "Nest Eggs" (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.

Foreign Children

Little Indian, Sioux or Crow,
Little frosty Eskimo,
Little Turk or Japanee,
Oh! don't you wish that you were me?

You have seen the scarlet trees
And the lions over seas;
You have eaten ostrich eggs,
And turned the turtles off their legs.

Such a life is very fine,
But it's not so nice as mine:
You must often, as you trod,
Have wearied not to be abroad.

You have curious things to eat,

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 "Foreign Children" 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 point of view shapes the message 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 speaker's point of view shapes 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"

Notice the point of view.

Read the poem. Find the lines where the speaker assumes his life is best.

**"Such a life is very fine, But it's not so nice as mine"
"But I am safe and live at home."**

I CAN | I can notice how the speaker's point of view shapes the poem.

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Grade 5 · Cluster 3 · 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 speaker's point of view shapes the poem."

▶ Read the I can statement aloud, then the task on the slide: Notice the point of view. Read the poem. Find the lines where the speaker assumes his life is best.

"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 his life is better, but the reader can see that the foreign children have wonderful experiences too. The point of view is limited.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about notice the point of view. 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 speaker's limited view."

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 speaker's assumption?

A "Oh! don't you wish that you were me?"

B "You have seen the scarlet trees."

C "Little Indian, Sioux or Crow."

I CAN | I can choose the line that best reveals the speaker's limited view.

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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 speaker's limited view."

▶ Read the I can statement aloud, then the task on the slide: Choose the strongest example. Which line best shows the speaker's assumption?

"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 speaker assumes the other children must wish they were him, without considering that they might love their own lives.

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 reader sees more than the speaker."

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 what the reader sees.

How does the reader understand more than the speaker?

The speaker lists the foreign children's experiences: **scarlet trees, lions, ostrich eggs**. He calls these inferior, but the reader sees they are wonderful.

I CAN | I can explain how the reader sees more than the speaker.

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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 reader sees more than the speaker."

▶ Read the I can statement aloud, then the task on the slide: Show what the reader sees. How does the reader understand more than the speaker?

"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 speaker describes amazing experiences (scarlet trees, lions, turning turtles) but dismisses them. The reader understands that the speaker is too sure of his own view to see the beauty in others.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

SHOW at Independent is about show what the reader sees. 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 from a limited point of view."

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.

Write two lines from a character who assumes their way is best, but the reader can see both sides.

**Write two lines from someone who thinks their way is the only good way.
Make the reader see what that person is missing.**

I CAN | I can write from a limited point of view.

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Grade 5 · Cluster 3 · 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 write from a limited point of view."

▶ Read the I can statement aloud, then the task on the slide: Own it. Try the craft move. Write two lines from a character who assumes their way is best, but the reader can see both sides.

"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: "I eat my sandwich every day at the same table. I don't know why they eat outside in the wind."

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 a limited point of view can teach more than an all-knowing narrator."

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 the speaker's blind spot teach the reader more than a fair comparison would?

**Stevenson could have written: "Every country has something wonderful."
Why is this limited speaker better?**

I CAN | I can defend why a limited point of view can teach more than a neutral statement.

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Grade 5 · Cluster 3 · 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 a limited point of view can teach more than an all-knowing narrator."

▶ Read the I can statement aloud, then the task on the slide: Defend the poet's choice. Why does the speaker's blind spot teach the reader more than a fair comparison would?

"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: The limited speaker makes the reader do the thinking. The reader notices what the speaker misses and learns the lesson on their own. A neutral statement would not engage the reader.

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 from a limited point of view.

Choose a speaker who thinks their way is the best. Describe what the speaker is missing so the reader can see both sides.

**Choose a speaker who thinks their way is best.
Describe what they are missing.
Let the reader see both sides.**

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 from a limited point of view. Choose a speaker who thinks their way is the best. Describe what the speaker is missing so the reader can see both sides. 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 his life is better, but the reader sees the foreign children have wonderful experiences too.

CHOOSE A. "Don't you wish that you were me?" assumes the answer is yes, but the reader is not so sure.

SHOW The speaker lists amazing experiences (scarlet trees, lions, ostrich eggs) and calls them inferior. The reader can see the beauty the speaker misses.

OWN Answers vary. One example: **"I eat my sandwich every day at the same table. I don't know why they eat outside in the wind."**

DEFEND The limited speaker makes the reader do the thinking. The reader discovers the lesson alone. A neutral statement would not engage.

YOUR TURN Answers vary. One example: I walk to school the same way every morning. I do not understand why my friend takes the long path through the park. (But the reader knows the park is beautiful.)

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 "NEST EGGS" (ROBERT LOUIS STEVENSON, A CHILD'S GARDEN OF VERSES, 1885)

**"Birds all the sunny day
Flutter and quarrel
Here in the arbour-like
Shade of the laurel.**

**Here in the fork
The brown nest is seated;
Four little blue eggs
The mother keeps heated."**

What is the poet's purpose in this excerpt?

- A** To explain how birds build nests.
- B** To argue that laurel trees are the best for birds.
- C** To warn that birds quarrel too much.

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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 "Nest Eggs" 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 explain how birds build nests.

The poem does not explain nest-building. It paints a picture of a quiet, hidden moment.

B

To argue that laurel trees are the best for birds.

The poem uses the laurel as a setting, not as an argument about which tree is best.

C

To warn that birds quarrel too much.

The quarreling is a detail, not the purpose. The poem celebrates a small, peaceful scene.

D

To capture a quiet, hidden moment of nature that most people walk past without seeing.

Correct.

The poem shows birds in a shady spot, a small brown nest, four blue eggs kept warm. The poet wants the reader to notice the beauty in a tiny, easy-to-miss scene.

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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 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.