

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

Day Ends and Night Begins

from “Night and Day” (Robert Louis Stevenson, *A Child’s Garden of Verses*, 1885)

The poet describes the moment when day gives way to night, and a new, magical world appears. The sun goes down and fairies come out. This week we read a published poem, notice how the poet uses the shift from day to night as a craft move, 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 15 of 36 · Cluster 3 · 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 “Night and Day” 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 3 · a class copy of “Night and Day” (Robert Louis Stevenson, *A Child’s Garden of Verses*, 1885, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from “Night and Day” (main text) and “The Gardener” (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.

Night and Day

When the golden day is done,
Through the closing portal,
Child and garden, flower and sun,
Vanish all things mortal.

As the blinding shadows fall
As the rays diminish,
Under darkness' grateful pall,
Bud and blossom finish.

In the blue and glowing noon,
Poppy-Loss may slumber,
But the wind-flowers waken soon;
Called by stars in number.

Hark, the sound of elfin feet!
Hark, the sound of drumming!
Through the morning cool and sweet
Something comes a-coming.

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 "Night and Day" 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 day ends and night begins 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 a shift in time to create a new 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"

Notice the shift.

Read the poem. Find the moment when the poem shifts from day to night.

**"When the golden day is done, Through the closing portal, Child and garden,
flower and sun, Vanish all things mortal."**

I CAN | I can notice how the poet uses a time shift to create a new world.

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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 poet uses a shift in time to create a new world."

▶ Read the I can statement aloud, then the task on the slide: Notice the shift.
Read the poem. Find the moment when the poem shifts from day to night.

"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 poem begins with sunset. Everything from the day vanishes, and the night world appears with stars, elfin feet, and drumming.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about notice the shift. 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 transition."

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 key moment.

Which line best marks the shift from day to night?

A "In the blue and glowing noon."

B "Vanish all things mortal."

C "Something comes a-coming."

I CAN | I can choose the line that marks the transition.

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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 transition."

▶ Read the I can statement aloud, then the task on the slide: Choose the key moment. Which line best marks the shift from day to night?

"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. "Vanish all things mortal" is the pivot. Everything from the day disappears, making room for the night world.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choose the key moment. 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 night world after the day ends."

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 night world builds.

What details does the poet add after the day vanishes?

After the day vanishes: wind-flowers waken, stars appear, elfin feet, drumming, something comes a-coming.

I CAN | I can explain how the poet builds the night world after the day ends.

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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 night world after the day ends."

▶ Read the I can statement aloud, then the task on the slide: Show how the night world builds. What details does the poet add after the day vanishes?

"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: Once the day vanishes, the poet adds wind-flowers waking, stars, elfin feet, and drumming. Each detail makes the night feel more alive and magical than the day.

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 night 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 write my own shift from one time to another."

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 where one world ends and another begins (morning to night, winter to spring, quiet to loud).

Write two lines.
In the first, one world **ends.**
In the second, a new world **begins.**

I CAN | I can write my own shift from one time to another.

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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 my own shift from one time to another."

▶ Read the I can statement aloud, then the task on the slide: Own it. Try the craft move. Write two lines where one world ends and another begins (morning to night, winter to spring, quiet to loud).

"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 bell rings and the classroom empties. Now the hallway belongs to echoes."

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 shift makes the poem more powerful than just describing night."

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 showing the shift from day to night more powerful than just describing the night?

Stevenson could have just written about fairies at night. Why does showing the sunset first make the night feel more magical?

I CAN | I can defend why showing the shift is more powerful than describing one moment.

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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 shift makes the poem more powerful than just describing night."

▶ Read the I can statement aloud, then the task on the slide: Defend the poet's choice. Why is showing the shift from day to night more powerful than just describing the night?

"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: By showing what disappears first, the poet creates a gap. The reader feels the loss of the day world, which makes the night world feel like a gift. Without the shift, there is no contrast.

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 about a shift in time.

Show one world ending and another beginning. Use at least four lines.

**Show one world ending.
Show another world beginning.
Use at least four lines.**

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 about a shift in time. Show one world ending and another beginning. Use at least four lines. 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 poem begins with sunset. Everything from the day vanishes, and the night world with stars and elfin feet appears.

CHOOSE B. "Vanish all things mortal" is the pivot where the day world ends.

SHOW After the day vanishes, the poet adds wind-flowers, stars, elfin feet, and drumming. Each detail builds the night world.

OWN Answers vary. One example: **"The bell rings and the classroom empties. Now the hallway belongs to echoes."**

DEFEND Showing the sunset first creates a gap. The reader feels the loss, which makes the night world feel like a gift.

YOUR TURN Answers vary. One example: The last leaf lets go and the branch is bare. But under the snow, a seed is already dreaming of spring.

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

**“The gardener does not love to talk,
He makes me keep the gravel walk;
And when he puts his tools away,
He locks the door and takes the key.”**

What is the poet’s purpose in this excerpt?

- A** To explain how gardens are maintained.
- B** To warn children to stay off the gravel.
- C** To capture how a child sees a quiet, private adult who lives by rules and routines.
- D** To argue that gardeners are unfriendly.

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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 Gardener” 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 explain how gardens are maintained.

The poem is not a gardening guide. It describes a child's view of a serious, private adult.

To warn children to stay off the gravel.

B The gravel walk is a detail, not the point. The purpose is to capture a child's feeling about this quiet, rule-keeping figure.

To capture how a child sees a quiet, private adult who lives by rules and routines.

C Correct.

The gardener does not talk, makes the child stay on the path, and locks everything up. Through the child's eyes, the reader sees a figure who is orderly but mysterious.

To argue that gardeners are unfriendly.

D The poet does not say the gardener is unfriendly, just quiet and orderly. The child observes without judging.

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TEACHER SAYS & DOES · SLIDE 11 OF 11 ·

 ~4 min

The Answer, and Why

" " = 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.