

Published Texts & Mentor Texts Tracking Sheet

Week 15 of 36

Write your own answer for each thinking level in its box.

GRADE 5 • CLUSTER 3 • MODULE 3 • TEKS 5.10(A) • 5.12(A) • PUBLISHED TEXTS & MENTOR TEXTS from “Night and Day” (Robert Louis Stevenson, *A Child’s Garden of Verses*, 1885)

Name: _____

Date: _____



NOTICE

Monday

Notice the shift.

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



CHOOSE

Tuesday

Choose the key moment.

Which line best marks the shift from day to night?



SHOW

Wednesday

Show how the night world builds.

What details does the poet add after the day vanishes?



OWN

Thursday

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).



DEFEND

Friday

Defend the poet’s choice.

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

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Published Texts & Mentor Texts Tracking Sheet (Back)

Week 15 of 36

Show what you know and hunt for messages.

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Your turn.

Write your own poem about a shift in time. Show one world ending and another beginning. Use at least four lines.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Message Hunter

Go back to “The Gardener” from the test slide, or find another text. Write the sentence that states the author’s message and what it teaches.

TEXT AND MESSAGE SENTENCE	WHAT THE STORY SHOWS	WHAT THE MESSAGE TEACHES

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice the message the author delivers through the text.			
I can choose the sentence that best states the author's message.			
I can show how the story leads to its message.			
I can write my own text and use the author’s craft move.			