

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

A Wish That Cannot Come True

from “Looking-Glass River” (Robert Louis Stevenson, *A Child’s Garden of Verses*, 1885)

The poet makes the river so beautiful that the child wishes to live underwater. The wish is impossible, but that is the point. The poet uses an impossible wish to show how much beauty the child sees. This week we read a published poem, notice how the poet uses longing, 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 4 · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 17 of 36 · Cluster 4 · 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 “Looking-Glass River” 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 4 Module 1 · a class copy of “Looking-Glass River” (Robert Louis Stevenson, *A Child’s Garden of Verses*, 1885, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from “Looking-Glass River” (main text) and “What Is Pink?” (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.

Looking-Glass River

Smooth it glides upon its travel,
Here a wimple, there a gleam—
O the clean gravel!
O the smooth stream!

Sailing blossoms, silver fishes,
Paven pools as clear as air—
How a child wishes
To live down there!

We can see our coloured faces
Floating on the shaken pool
Down in cool places,
Dim and very cool;

Till a wind or water wrinkle,
Dipping marten, plumping trout,
Spreads in a twinkle
And blots all out.

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 "Looking-Glass River" 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 a wish that cannot come true 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 the impossible wish the poet uses to show beauty."

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 wish.

Read the poem. Find the line where the child wishes for something impossible.

"How a child wishes To live down there!"

I CAN | I can notice the impossible wish the poet uses to show beauty.

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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 the impossible wish the poet uses to show beauty."

▶ Read the I can statement aloud, then the task on the slide: Notice the wish. Read the poem. Find the line where the child wishes for something impossible.

"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 child wishes to live in the river. That impossible wish tells the reader just how beautiful the water looks.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about notice the wish. 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 longing."

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 captures the child's longing?

A "Smooth it glides upon its travel."

B "How a child wishes To live down there!"

C "Spreads in a twinkle And blots all out."

I CAN | I can choose the line that best captures the child's longing.

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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 longing."

▶ Read the I can statement aloud, then the task on the slide: Choose the strongest example. Which line best captures the child's longing?

"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 exclamation mark and the word "wishes" make the longing clear. B describes the river. C shows it disappearing.

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 ending makes the wish more powerful."

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 ending works.

How does the final stanza change the feeling of the wish?

The child sees beauty in the water. Then **"a wind or water wrinkle... Spreads in a twinkle And blots all out."** The beauty is fragile.

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

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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 ending makes the wish more powerful."

▶ Read the I can statement aloud, then the task on the slide: Show how the ending works. How does the final stanza change the feeling of the wish?

"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 last stanza shows the reflection vanishing. The beauty was already impossible to reach, and now it is gone entirely. That makes the wish feel even more powerful.

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 ending 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 write an impossible wish to show how much something matters."

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 a speaker wishes for something impossible, and the wish shows how beautiful the thing is.

Write two lines.
The wish must be impossible.
The wish must show how beautiful something is.

I CAN | I can write an impossible wish that shows beauty.

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Grade 5 · Cluster 4 · 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 an impossible wish to show how much something matters."

▶ Read the I can statement aloud, then the task on the slide: Own it. Try the craft move. Write two lines where a speaker wishes for something impossible, and the wish shows how beautiful the thing is.

"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 wish I could walk inside that sunset and live where the colors meet the clouds."

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 an impossible wish is a stronger craft move than just describing beauty."

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 "How a child wishes to live down there" work better than "The river is beautiful"?

Stevenson could have said the river is beautiful. Why is the impossible wish more powerful?

I CAN | I can defend why an impossible wish is a stronger way to show beauty.

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Grade 5 · Cluster 4 · 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 an impossible wish is a stronger craft move than just describing beauty."

▶ Read the I can statement aloud, then the task on the slide: Defend the poet's choice. Why does "How a child wishes to live down there" work better than "The river is beautiful"?

"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: An impossible wish measures the beauty by the size of the longing. The reader feels how beautiful the river must be because the child wants something they can never have.

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 uses an impossible wish.

Describe something so beautiful that the speaker wishes for something impossible. End with the beauty disappearing or changing.

Describe something so beautiful the speaker makes an impossible wish.
End with the beauty disappearing or changing.

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 uses an impossible wish. Describe something so beautiful that the speaker wishes for something impossible. End with the beauty disappearing or changing. 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 “How a child wishes To live down there!” The impossible wish tells the reader how beautiful the water looks.

CHOOSE B. The exclamation and the word “wishes” make the longing unmistakable.

SHOW The last stanza blots the beauty out. The wish was already impossible, and now the beauty is gone. That makes the longing sharper.

OWN Answers vary. One example: **"I wish I could walk inside that sunset and live where the colors meet the clouds."**

DEFEND An impossible wish measures beauty by the size of the longing. The reader feels the beauty through the wanting.

YOUR TURN Answers vary. One example: The snow turns the yard into a kingdom of white towers. I wish I could shrink and walk through those tiny crystal gates. But by morning the sun will melt every tower flat.

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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 “WHAT IS PINK?” (CHRISTINA ROSSETTI, SING-SONG, 1893)

**“What is pink? a rose is pink
By the fountain’s brink.
What is red? a poppy’s red
In its barley bed.
What is blue? the sky is blue
Where the clouds float thro’.**

**What is white? a swan is white
Sailing in the light.
What is yellow? pears are yellow,
Rich and ripe and mellow.
What is green? the grass is green,
With small flowers between.”**

What is the poet’s purpose in this poem?

- A** To teach children the names of colors.
- B** To show that every color has a beautiful home in the natural world.
- C** To list every color in the rainbow.
- D** To explain how flowers get their colors.

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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 “What Is Pink?” from Christina Rossetti, Sing-Song, 1893.”

▶ 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 B.

A

To teach children the names of colors.

The poem names colors, but its purpose is not a lesson. It is a celebration of the beauty behind each color.

B

To show that every color has a beautiful home in the natural world.

Correct.

Each color is paired with something lovely: a rose, the sky, a swan, pears, grass. The poet connects colors to nature to help the reader see beauty everywhere.

C

To list every color in the rainbow.

The poem does not list every color. It chooses specific ones and pairs each with something beautiful.

D

To explain how flowers get their colors.

The poem does not explain science. It connects colors to images from nature.

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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 B."

▶ 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.