

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

**Contrast That Reveals
Renewal**

from “An April Day” (Henry Wadsworth Longfellow, 1824)

Longfellow places winter’s cold beside spring’s warmth so the reader feels the change. The drooping tree that revives carries the message: what looked finished can begin again. This week we notice how contrast delivers the poet’s message.

This deck teaches **author craft and composition** across the five RPLD thinking levels:

NOTICE · CHOOSE · SHOW · OWN · DEFEND

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Grade 5 · Cluster 4 · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 19 of 36 · Cluster 4 · 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 “An April 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 4 Module 3 · a class copy of “An April Day” (Henry Wadsworth Longfellow, 1824, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from “An April Day” (main text) and “The Elves and the Shoemaker (Excerpt)” (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.

An April Day

When the warm sun, that brings
Seed-time and harvest, has returned again,
'T is sweet to visit the still wood, where springs
The first flower of the plain.

I love the season well,
When forest glades are teeming with bright forms,

Nor dark and many-folded clouds foretell
The coming-on of storms.

From the earth's loosened mould
The sapling draws its sustenance, and thrives;
Though stricken to the heart with winter's cold,
The drooping tree revives.

SOURCE

Henry Wadsworth Longfellow, 1824 (Project Gutenberg #1365, 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 "An April Day" from Henry Wadsworth Longfellow."

▶ 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 contrast between seasons to reveal renewal 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 contrasts winter and spring to show renewal."

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 contrast.

Read the poem. Find the lines where the poet places winter and spring side by side.

**"Though stricken to the heart with winter's cold,
The drooping tree revives."**

I CAN | I can notice how the poet contrasts winter and spring to show renewal.

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Grade 5 · Cluster 4 · 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 contrasts winter and spring to show renewal."

▶ Read the I can statement aloud, then the task on the slide: Notice the contrast. Read the poem. Find the lines where the poet places winter and spring side by side.

"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 writes that the tree was "stricken to the heart with winter's cold" but then "revives." The contrast between cold and warmth carries the message that what seems finished can come back to life.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about notice the contrast. 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 states the poet's message."

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 message.

Which line best states the poet's message about renewal? Use the poem to decide.

A "T is sweet to visit the still wood, where springs the first flower of the plain."

B "Though stricken to the heart with winter's cold, the drooping tree revives."

C "I love the season well."

I CAN | I can choose the line that best states the poet's message.

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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 states the poet's message."

▶ Read the I can statement aloud, then the task on the slide: Choose the message. Which line best states the poet's message about renewal? Use the poem to decide.

"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 tree "stricken to the heart" that "revives" carries the full message about renewal. B describes a pleasant scene, and C states a feeling without explaining it.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choose the message. 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 poem proves the message."

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 poem proves the message.

How do the details about spring prove that renewal is the poet's message?

The sun returns. The first flower springs. The sapling "draws its sustenance, and thrives." Every detail shows something coming back to life after winter.

I CAN | I can show how the poem's details prove the message of renewal.

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Grade 5 · Cluster 4 · 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 poem proves the message."

▶ Read the I can statement aloud, then the task on the slide: Show how the poem proves the message. How do the details about spring prove that renewal is the poet's message?

"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: Every stanza adds a detail of return: the warm sun comes back, the first flower appears, the sapling thrives, and the drooping tree revives. Together they prove the message that nature renews itself after hardship.

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 poem proves the message. 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 lines that use contrast to show renewal."

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 to four lines that place something cold or difficult beside something warm or growing. Let the contrast carry your message, the way Longfellow does.

Write two to four lines.

Place something cold or difficult beside something warm or growing.

Let the contrast carry your message about renewal.

I CAN | I can write my own lines that use contrast to show renewal.

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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 my own lines that use contrast to show renewal."

▶ Read the I can statement aloud, then the task on the slide: Own it. Try the craft move. Write two to four lines that place something cold or difficult beside something warm or growing. Let the contrast carry your message, the way Longfellow does.

"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 garden lay bare under January's frost, but beneath the frozen ground the tulip bulb held its color, waiting for the sun to call it home."

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 poet uses contrast instead of simply stating the message."

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.

The poet could have written, "Spring always returns after winter." Why is the contrast between the stricken tree and its revival more powerful?

**"Though stricken to the heart with winter's cold,
The drooping tree revives."
Why is showing both sides stronger than just stating the lesson?**

I CAN | I can defend why the poet uses contrast instead of simply stating the message.

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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 the poet uses contrast instead of simply stating the message."

▶ Read the I can statement aloud, then the task on the slide: Defend the poet's choice. The poet could have written, "Spring always returns after winter." Why is the contrast between the stricken tree and its revival more powerful?

"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 contrast makes the reader feel the weight of winter before the relief of spring. A simple statement tells the reader what to think. The contrast lets the reader experience the change and draw the conclusion.

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 using contrast.

Choose something that looked finished or hopeless. Show how it came back. Use at least two lines of contrast.

**Choose something that looked finished or hopeless.
Show how it came back.
Use at least two lines of contrast, the way Longfellow places
winter beside spring.**

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 using contrast. Choose something that looked finished or hopeless. Show how it came back. Use at least two lines of contrast. 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 contrasts "stricken to the heart with winter's cold" with "the drooping tree revives." The cold and the revival sit side by side so the reader feels the change.

CHOOSE B. The tree stricken by cold that revives carries the full message. B describes a scene, and C states a feeling without proving it.

SHOW The sun returns, the first flower springs, the sapling thrives, and the tree revives. Every detail is a piece of evidence that nature renews itself.

OWN Answers vary. One example: "The pond froze solid in December, but by March a green shoot pushed through the mud at its edge."

DEFEND Contrast makes the reader feel the weight of winter before the relief of spring. Stating "spring returns" tells. Showing the stricken tree that revives lets the reader experience the renewal.

YOUR TURN Answers vary. One example: "The field was black after the fire, / but two weeks later green blades pushed through the ash, / reaching for the same sun that watched them burn."

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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 ELVES AND THE SHOEMAKER (EXCERPT)” (BROTHERS GRIMM, TRANS. LUCY CRANE, 1882)

“A shoemaker, by no fault of his own, had become so poor that at last he had nothing left but leather for one pair of shoes. So in the evening, he cut out the shoes which he wished to begin to make the next morning, and as he had a good conscience, he lay down quietly in his bed and fell asleep. In the morning, after he had said his prayers, and was just going to sit down to work, the two shoes stood quite finished on his table. He was astounded, and knew not what to say to it.”

What is the author’s purpose in this excerpt?

- A** To explain how shoes are made.
- B** To show that help can come from unexpected places when someone lives with a good conscience.
- C** To describe a day at a cobbler’s shop.
- D** To warn people not to leave work unfinished.

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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 Elves and the Shoemaker (Excerpt)” from Brothers Grimm, trans. Lucy Crane, 1882.”

▶ 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.

To explain how shoes are made.

- A** The story does not teach shoe-making. The shoes appear finished without the shoemaker doing the work. The purpose is about unexpected help.

To show that help can come from unexpected places when someone lives with a good conscience.

Correct.

- B** The shoemaker is honest and hardworking. The shoes appear as if by a miracle. The author shows that goodness can attract help from surprising places.

To describe a day at a cobbler's shop.

- C** The story is not about daily work. It is about the mystery of help arriving when the shoemaker had given up hope.

To warn people not to leave work unfinished.

- D** The shoemaker did cut out his work. The message is not about laziness but about help arriving when someone is honest and in need.

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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.