

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

Repetition That Deepens Feeling

from "Calico Pie" (Edward Lear, *Nonsense Songs*, 1871)

Lear repeats "they never came back to me" three times at the end of each stanza. Each repetition makes the feeling of loss grow stronger. The nonsense disguises a real sadness. This week we notice how repetition deepens feeling.

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 5 · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 21 of 36 · Cluster 5 · 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 "Calico Pie" 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 5 Module 1 · a class copy of "Calico Pie" (Edward Lear, *Nonsense Songs*, 1871, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from "Calico Pie" (main text) and "The Cat That Walked by Himself (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.

Calico Pie

Calico pie,
The little birds fly
Down to the calico-tree:
Their wings were blue,
And they sang "Tilly-loo!"
Till away they flew;
And they never came back to me!
They never came back,
They never came back,
They never came back to me!

Calico jam,
The little birds come

SOURCE

Edward Lear, Nonsense Songs, 1871 (Project Gutenberg #13650, 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 "Calico Pie" from Edward Lear."

▶ 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 repetition that deepens feeling 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 repeats a line to deepen feeling."

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 repetition.

Read the poem. Find the line the poet repeats at the end of the stanza. How does hearing it three times change how it feels?

"And they never came back to me!
They never came back,
They never came back,
They never came back to me!"

I CAN | I can notice how the poet repeats a line to deepen the feeling of loss.

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Grade 5 · Cluster 5 · 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 repeats a line to deepen feeling."

▶ Read the I can statement aloud, then the task on the slide: Notice the repetition. Read the poem. Find the line the poet repeats at the end of the stanza. How does hearing it three times change how it feels?

"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 repeats "they never came back to me" three times. Saying it once reports a fact. Saying it three times makes the reader feel the loss building with each line.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about notice the repetition. 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 what the repetition reveals."

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 best explains what the repetition reveals about the speaker?

- A** The speaker feels a growing sense of loss as each creature leaves and never returns.
- B** The speaker is listing animals in a nonsense world.
- C** The speaker wants to teach the reader about birds and fish.

I CAN | I can choose the line that best states the message the repetition reveals.

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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 what the repetition reveals."

▶ Read the I can statement aloud, then the task on the slide: Choose the message. Which best explains what the repetition reveals about 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 **CHOOSE** row of the tracking sheet.

ANSWER KEY: A. The repetition is not just a list. It builds a feeling. Each "never came back" adds weight to the speaker's loneliness. B and C miss the emotion the repetition creates.

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 birds, the fish, and the repetition work together to prove the speaker's feeling of loss?

The birds fly away. The fish swims away. Each creature leaves, and the same refrain repeats: "never came back to me." The pattern proves the loss is not one moment but a growing emptiness.

I CAN | I can show how the poem's pattern of departure and refrain proves the feeling of loss.

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Grade 5 • Cluster 5 • 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 birds, the fish, and the repetition work together to prove the speaker's feeling of loss?

"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 introduces a creature that leaves. Every stanza ends with the same refrain growing stronger. The pattern (arrive, depart, repeat) proves the loss is not accidental. It is the whole shape of the poem.

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 repetition to deepen a feeling."

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 a short stanza about something that left. End with a repeated line (at least twice) that makes the feeling of missing it grow stronger.

**Write a stanza about something that left.
End with a repeated line that deepens the feeling.
Say the line at least twice. Let each repetition make the missing stronger.**

I CAN | I can write my own lines that use repetition to deepen feeling.

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Grade 5 • Cluster 5 • 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 repetition to deepen a feeling."

▶ Read the I can statement aloud, then the task on the slide: Own it. Try the craft move. Write a short stanza about something that left. End with a repeated line (at least twice) that makes the feeling of missing it grow stronger.

"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 kite sailed up past the rooftops, / past the birds, past the clouds. / And it never floated back to me. / It never floated back. / It never floated back to me."

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 repetition instead of saying the feeling once."

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.

Lear could have written, "They left and I was sad." Why does repeating "they never came back" three times work better?

**"They never came back,
They never came back,
They never came back to me!"**
Why does hearing it three times hit harder than hearing it once?

I CAN | I can defend why the poet uses repetition instead of saying the feeling once.

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Grade 5 · Cluster 5 · 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 repetition instead of saying the feeling once."

▶ Read the I can statement aloud, then the task on the slide: Defend the poet's choice. Lear could have written, "They left and I was sad." Why does repeating "they never came back" three times work better?

"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: One line reports a fact. Three lines make the reader sit inside the loss. Each repetition lets the sadness sink deeper, the way an echo in an empty room reminds you the room is empty.

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 with a repeated refrain.

Choose something that left or ended. Write at least one stanza. End with a line repeated two or three times that makes the feeling

**Choose something that left or ended.
Write at least one stanza.
End with a repeated line that makes the feeling grow stronger
each time.**

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 with a repeated refrain. Choose something that left or ended. Write at least one stanza. End with a line repeated two or three times that makes the feeling grow. 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 "They never came back to me" repeats three times. Each repetition deepens the feeling of loss, turning a fact into an ache.

CHOOSE A. The repetition reveals growing loss. B reduces it to a list, and C misses the emotion entirely.

SHOW Each creature leaves, each stanza ends with the same growing refrain. The pattern (arrive, depart, repeat) is the proof that loss is the poem's message.

OWN Answers vary. One example: "The balloon rose above the park, / above the trees, above the world. / And it never drifted back to me. / It never drifted back."

DEFEND One line tells. Three lines show. Repetition lets the reader feel the loss pile up, the way each empty return makes the silence louder.

YOUR TURN Answers vary. One example: "Summer packed its bags and left our street. / The swing set stood alone. / And it never swung again for me. / It never swung again. / It never swung again for me."

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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 CAT THAT WALKED BY HIMSELF (EXCERPT)" (RUDYARD KIPLING, JUST SO STORIES, 1902)

"The Dog was wild, and the Horse was wild, and the Cow was wild, and the Sheep was wild, and the Pig was wild, as wild as wild could be, and they walked in the Wet Wild Woods by their wild lones. But the wildest of all the wild animals was the Cat. He walked by himself, and all places were alike to him."

What is the author's purpose in this excerpt?

A To list all the wild animals.

B To explain why animals live in woods.

C To teach about animal behavior.

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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 Cat That Walked by Himself (Excerpt)" from Rudyard Kipling, Just So Stories, 1902."

▶ 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.

To list all the wild animals.

- A** The list is a tool, not the purpose. The author names many animals to set up the contrast with the Cat, who is wilder and more independent than all of them.

To explain why animals live in woods.

- B** The Wet Wild Woods is the setting, not the message. The purpose is to show that the Cat is the most independent creature of all.

To teach about animal behavior.

- C** This is a story, not a textbook. The author uses animal characters to explore the idea of independence, not to teach facts.

To show that the Cat is set apart by his independence, walking alone while others follow the group.

Correct.

- D** Every other animal walks together. The Cat walks by himself. The repetition of "wild" builds to the Cat, who is the wildest because he belongs to no one.

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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.