

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

Perspective Shift Reveals a Bigger Truth

from “The Sun Travels” (Robert Louis Stevenson, *A Child’s Garden of Verses*, 1885)

Stevenson starts with one child’s bedtime and then shifts to children on the other side of the earth waking up. That shift in perspective delivers the message: the world is always both ending and beginning at the same time. This week we notice how changing the viewpoint reveals a bigger truth.

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 5 · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 23 of 36 · Cluster 5 · 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 “The Sun Travels” 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 3 · a class copy of “The Sun Travels” (Robert Louis Stevenson, *A Child’s Garden of Verses*, 1885, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from “The Sun Travels” (main text) and “The Straw, the Coal, and the Bean (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.

The Sun Travels

The sun is not a-bed, when I
At night upon my pillow lie;
Still round the earth his way he takes,
And morning after morning makes.

While here at home, in shining day,
We round the sunny garden play,

Each little Indian sleepy-head
Is being put to bed.

And when at eve I rise from tea,
Day dawns beyond the Atlantic Sea;
And all the children in the west
Are getting up and being dressed.

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 "The Sun Travels" 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 shifting perspective to reveal a bigger truth 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 shifts perspective to reveal a bigger truth."

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 perspective shift.

Read the poem. Find the moment where the poet moves from one child's bedtime to children on the other side of the world.

**"And when at eve I rise from tea,
Day dawns beyond the Atlantic Sea;
And all the children in the west
Are getting up and being dressed."**

I CAN | I can notice the moment the poet shifts perspective to show the sun still traveling.

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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 shifts perspective to reveal a bigger truth."

▶ Read the I can statement aloud, then the task on the slide: Notice the perspective shift. Read the poem. Find the moment where the poet moves from one child's bedtime to children on the other side of the world.

"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: When the speaker rises from tea in the evening, Stevenson shifts to "Day dawns beyond the Atlantic Sea." One child's evening is another child's morning. The perspective shift reveals that the sun never stops.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about notice the perspective 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 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 the sun and the world?

A "The sun is not a-bed, when I at night upon my pillow lie."

B "We round the sunny garden play."

C "Still round the earth his way he takes, and morning after morning makes."

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

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Grade 5 • Cluster 5 • Published Texts & Mentor Texts • Tuesday

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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 the sun and the world?

"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: C. "Still round the earth his way he takes, and morning after morning makes" captures the whole message: the sun keeps traveling and making morning for someone, always. B starts the idea but does not finish it. C describes one moment.

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 three stanzas work together to prove that the sun is always making morning for someone?

Stanza 1: the sun keeps going when the speaker sleeps.

Stanza 2: while we play, children far away go to bed.

Stanza 3: when we have tea, children across the sea wake up.

Three views, one sun, always moving.

I CAN | I can show how the three stanzas prove that the sun is always making morning somewhere.

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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 three stanzas work together to prove that the sun is always making morning for someone?

"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: Each stanza gives a different moment in the day and a different set of children. Together they prove that no matter what time it is here, the sun is making morning somewhere else. Three angles prove one truth.

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 shift perspective to reveal a bigger truth."

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 three to four lines that start from your own point of view and then shift to someone far away experiencing the same thing differently. Let the shift carry your message.

Start from your point of view.
Shift to someone far away experiencing the opposite.
Let the shift reveal a truth bigger than either view alone.

I CAN | I can write my own lines that shift perspective to reveal a bigger truth.

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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 shift perspective to reveal a bigger truth."

▶ Read the I can statement aloud, then the task on the slide: Own it. Try the craft move. Write three to four lines that start from your own point of view and then shift to someone far away experiencing the same thing differently. Let the shift carry your 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 OWN row of the tracking sheet.

ANSWER KEY: Answers vary. One example: "When I zip my coat against the cold, / a child on the other side of the world / peels off her sweater in the heat. / The same earth spins us both."

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 a perspective shift 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.

Stevenson could have written, "The sun shines on the whole world." Why does showing one child's bedtime and another child's morning work better?

"The sun is not a-bed, when I at night upon my pillow lie."
Why is showing two children's opposite moments more powerful than a statement?

I CAN | I can defend why the poet uses a perspective shift instead of stating the message directly.

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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 a perspective shift instead of simply stating the message."

▶ Read the I can statement aloud, then the task on the slide: Defend the poet's choice. Stevenson could have written, "The sun shines on the whole world." Why does showing one child's bedtime and another child's morning 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: A statement tells you a fact. The perspective shift makes you picture real children in two places, living opposite moments under the same sun. It turns knowledge into understanding.

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 shifts perspective.

Start with what you see or do at one time of day. Then shift to someone far away who is experiencing the opposite. Let the two views together reveal your message.

Start with your moment.
Shift to someone far away in the opposite moment.
Let the two views together reveal your message.

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 shifts perspective. Start with what you see or do at one time of day. Then shift to someone far away who is experiencing the opposite. Let the two views together reveal your message. 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 shift happens at "Day dawns beyond the Atlantic Sea." One child's evening becomes another child's morning. The perspective move reveals the sun's endless journey.

CHOOSE C. "Still round the earth his way he takes, and morning after morning makes" captures the complete message. B begins the idea, and C describes one scene.

SHOW Three stanzas, three angles: nighttime here, daytime for others asleep, and dawn across the sea. Together they prove the sun never stops making morning.

OWN Answers vary. One example: "When I close my book for the night, a child across the sea opens hers for the first time today."

DEFEND A fact tells you the sun shines everywhere. The shift makes you feel two real lives under one sun. Understanding comes from picturing the contrast, not from hearing the rule.

YOUR TURN Answers vary. One example: "I set my alarm to wake up for school, / but somewhere a child watches the stars come out / and knows the same sky holds us both."

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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.

PUBLISHED TEXTS

READ THIS PASSAGE EXCERPT · FROM “THE STRAW, THE COAL, AND THE BEAN (EXCERPT)” (BROTHERS GRIMM, TRANS. LUCY CRANE, 1882)

“In a village dwelt a poor old woman, who had gathered together a dish of beans and wanted to cook them. So she made a fire on her hearth, and that it might burn the quicker, she lighted it with a handful of straw. When she was emptying the beans into the pan, one dropped without her observing it, and lay on the ground beside a straw, and soon afterwards a burning coal from the fire leapt down to the two. Then the straw began and said, ‘Dear friends, from whence do you come here?’”

What is the author’s purpose in this excerpt?

- A** To explain how to cook beans.
- B** To describe a kitchen fire.
- C** To warn about kitchen safety.
- D** To show how small, overlooked things can find one another and begin a shared journey.

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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 Straw, the Coal, and the Bean (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 D.

To explain how to cook beans.

- A** The cooking is the setting, not the purpose. The author uses the kitchen scene to bring three unlikely characters together.

To describe a kitchen fire.

- B** The fire is a detail, not the message. The purpose is to show how small, overlooked things can find one another and begin an adventure.

To warn about kitchen safety.

- C** There is no warning. The coal, straw, and bean are characters who speak and act. The story is about companionship, not danger.

To show how small, overlooked things can find one another and begin a shared journey.

Correct.

- D** A dropped bean, a stray straw, and a leaping coal were all overlooked. The author gives them voices and a friendship. The purpose is to show that even the smallest, most forgotten things can become companions.

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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 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.