

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

Turning the Ordinary Into the Extraordinary

from "Young Night-Thought" (Robert Louis Stevenson, *A Child's Garden of Verses*, 1885)

Falling asleep is ordinary. But the poet turns it into a grand parade of armies, emperors, and beasts, all marching to the town of Sleep. This week we notice how the poet transforms bedtime into an adventure.

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 6 · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 26 of 36 · Cluster 6 · Module 2 · 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 "Young Night-Thought" 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 6 Module 2 · a class copy of "Young Night-Thought" (Robert Louis Stevenson, *A Child's Garden of Verses*, 1885, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from "Young Night-Thought" (main text) and "Auntie's Skirts" (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.

Young Night-Thought

All night long and every night,
When my mama puts out the light,
I see the people marching by,
As plain as day before my eye.

Armies and emperors and kings,
All carrying different kinds of things,
And marching in so grand a way,
You never saw the like by day.

So fine a show was never seen
At the great circus on the green;
For every kind of beast and man
Is marching in that caravan.

At first they move a little slow,

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 "Young Night-Thought" 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 turning the ordinary into the extraordinary 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 transforms bedtime into an adventure."

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 transformation.

Find where bedtime becomes a parade.

"Armies and emperors and kings" marching "in so grand a way" · "the town of Sleep"

I CAN | I can notice how the poet transforms bedtime into an adventure.

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Grade 5 · Cluster 6 · 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 transforms bedtime into an adventure."

▶ Read the I can statement aloud, then the task on the slide: Notice the transformation. Find where bedtime becomes a parade.

"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 turns falling asleep into a grand parade that ends at the town of Sleep.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about notice the transformation. 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 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 best states the author's message?

A "Until we reach the town of Sleep."

B "When my mama puts out the light."

C "All night long and every night."

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

▶ Read the I can statement aloud, then the task on the slide: Choose the message. Which best states the author'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 **CHOOSE** row of the tracking sheet.

ANSWER KEY: A. "The town of Sleep" is where the transformation reaches its peak.

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 text 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 it proves the message.

How does the parade get grander as the poem continues?

How does the parade get grander as the poem continues?

I CAN | I can show how the text proves the message.

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Grade 5 · Cluster 6 · 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 text proves the message."

▶ Read the I can statement aloud, then the task on the slide: Show how it proves the message. How does the parade get grander as the poem continues?

"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: People, armies, kings, beasts. Each stanza adds more. The parade grows grander until sleep arrives.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

SHOW at Independent is about show how it 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 try the craft move myself."

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.

Take something ordinary and turn it into something grand in two lines.

Take something **ordinary** and make it **grand**.

I CAN | I can try the craft move myself.

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Grade 5 · Cluster 6 · 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 try the craft move myself."

▶ Read the I can statement aloud, then the task on the slide: Own it. Try the craft move. Take something ordinary and turn it into something grand in two lines.

"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 school bell is a cannon shot, and the hallway is a river of hats and backpacks."

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 this craft move works."

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 author's choice.

Why is "the town of Sleep" better than "I fell asleep"?

Why is "the town of Sleep" better than "I fell asleep"?

I CAN | I can defend why this craft move works.

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Grade 5 · Cluster 6 · 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 this craft move works."

▶ Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why is "the town of Sleep" better than "I fell asleep"?

"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 town of Sleep" gives sleep a place and a name. It is a destination, not just an event.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defend the author'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 turns something ordinary into something extraordinary.

Choose something everyday. Make it grand.

Choose something everyday. Make it grand.

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 turns something ordinary into something extraordinary. Choose something everyday. Make it grand. 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 Bedtime becomes a grand parade of armies, kings, and beasts marching to the town of Sleep.

CHOOSE A. The town of Sleep is the peak of the transformation.

SHOW Each stanza adds grander details: people, armies, kings, beasts. The parade builds until sleep.

OWN Answers vary. One example: "The school bell is a cannon shot, and the hallway is a river of hats and backpacks."

DEFEND The town of Sleep gives sleep a name, a place, a destination. That is more vivid than just saying you fell asleep.

YOUR TURN Answers vary. One example: When the lights go off for a movie, the whole room becomes a ship. The screen is the sky. The popcorn is the stars falling into your hands.

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 "AUNTIE'S SKIRTS" (ROBERT LOUIS STEVENSON, A CHILD'S GARDEN OF VERSES, 1885)

**"Whenever Auntie moves around,
Her dresses make a curious sound,
They trail behind her up the floor,
And trundle after through the door."**

What is the poet's purpose in this poem?

A To capture a tiny detail of a person that makes them unforgettable.

B To describe how dresses are made.

C To complain that Auntie is noisy.

D To explain why Auntie walks slowly.

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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 "Auntie's Skirts" from Robert Louis Stevenson, A Child's Garden of Verses, 1885."

▶ 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 A.

To capture a tiny detail of a person that makes them unforgettable.

A Correct.

The poet notices the sound of Auntie's skirts trailing and trundling. That one small detail brings Auntie to life.

B To describe how dresses are made.

The poem is not about dresses. It is about how one detail defines a person.

C To complain that Auntie is noisy.

The poet is charmed by the sound, not bothered. The word "curious" shows interest, not annoyance.

D To explain why Auntie walks slowly.

The poem does not say Auntie is slow. It captures the sound her skirts make.

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The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A."

▶ 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.