

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

Comparison That Reveals Value

from “The Horses of the Sea” (Christina Rossetti, Sing-Song, 1893)

Rossetti compares wild waves (“horses of the sea”) with steady land horses. The sea horses rear and toss, but the land horses “serve us the best.” By placing the dramatic beside the useful, the poet reveals that steady service has its own greatness.

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 28 of 36 · Cluster 6 · Module 4 · 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 Horses of the Sea” 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 4 · a class copy of “The Horses of the Sea” (Christina Rossetti, Sing-Song, 1893, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from “The Horses of the Sea” (main text) and “My Treasures” (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 Horses of the Sea

The horses of the sea
Rear a foaming crest,
But the horses of the land
Serve us the best.

The horses of the land
Munch corn and clover,
While the foaming sea-horses
Toss and turn over.

SOURCE

Christina Rossetti, Sing-Song, 1893 (Project Gutenberg #76703, public domain)

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 Horses of the Sea" from Christina Rossetti."

▶ 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 comparison that reveals value 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 uses comparison to reveal what is truly valuable."

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 comparison.

Read the poem. How does the poet compare two kinds of horses? What does each kind do?

Sea horses: "Rear a foaming crest" and "Toss and turn over."
Land horses: "Serve us the best" and "Munch corn and clover."
One is wild. One is useful.

I CAN | I can notice how the poet compares wild and steady to reveal what is truly valued.

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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 uses comparison to reveal what is truly valuable."

▶ Read the I can statement aloud, then the task on the slide: Notice the comparison. Read the poem. How does the poet compare two kinds of horses? What does each kind do?

"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 sea horses "rear a foaming crest" and "toss and turn over." They are dramatic but do nothing useful. The land horses "serve us the best" and "munch corn and clover." They are quiet but valuable. The comparison reveals that steady service matters more than wild show.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about notice the comparison. 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 author's message about value?

A "The horses of the sea rear a foaming crest."

B "But the horses of the land serve us the best."

C "Munch corn and clover."

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

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Grade 5 · Cluster 6 · 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 author's message about value?

"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. "Serve us the best" is the judgment the poet makes. B describes the sea horses, and C is a detail about what land horses eat. Neither carries the message about value.

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 sea horses and land horses each prove that steady service is more valuable than wild beauty?

The sea horses "rear" and "toss." They are exciting but do nothing for us.
The land horses eat and serve. They are quiet but essential.
The contrast proves: usefulness outweighs spectacle.

I CAN | I can show how the contrast between the sea and land horses 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 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 sea horses and land horses each prove that steady service is more valuable than wild beauty?

"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 sea horses look impressive but "toss and turn over," accomplishing nothing. The land horses "munch corn and clover" and "serve us the best." The poem places wild drama beside quiet usefulness, and the useful side wins.

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 comparison that reveals what is truly valuable."

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 comparing something wild or flashy with something steady and useful. Make the comparison reveal which one matters more, the way Rossetti does with her two kinds of horses.

**Choose something wild or flashy and something steady and useful.
Put them side by side in two to four lines.
Let the comparison reveal which one truly matters.**

I CAN | I can write my own comparison that reveals what is truly valuable.

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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 write my own comparison that reveals what is truly valuable."

▶ Read the I can statement aloud, then the task on the slide: Own it. Try the craft move. Write two to four lines comparing something wild or flashy with something steady and useful. Make the comparison reveal which one matters more, the way Rossetti does with her two kinds of horses.

"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: "Thunder rolls across the sky and shakes the windows, / but quiet rain feeds the garden. / Thunder passes and is forgotten. / Rain stays and grows the corn."

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 comparison instead of simply praising one side."

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.

Rossetti could have written, "Steady work is more valuable than wild beauty." Why does placing the wild beside the steady work better?

"The horses of the sea rear a foaming crest, but the horses of the land serve us the best."

Why is putting both side by side stronger than just praising one?

I CAN | I can defend why comparison is more powerful than a statement about value.

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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 comparison instead of simply praising one side."

▶ Read the I can statement aloud, then the task on the slide: Defend the poet's choice. Rossetti could have written, "Steady work is more valuable than wild beauty." Why does placing the wild beside the steady 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: When you see both side by side, you judge for yourself. The reader watches the wild horses toss and the land horses serve, and draws the conclusion without being told. Comparison lets the reader discover the truth.

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 comparison poem.

Compare two things that look different but reveal what truly matters when placed side by side. Write at least four lines.

Compare two things.
One should be flashy or dramatic. One should be steady or useful.
Let the comparison show which one truly matters.

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 comparison poem. Compare two things that look different but reveal what truly matters when placed side by side. Write at least four lines. 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 Sea horses "rear a foaming crest" and "toss and turn over" (wild, dramatic). Land horses "serve us the best" and "munch corn and clover" (steady, useful). The comparison reveals that steady service holds real value.

CHOOSE B. "Serve us the best" carries the judgment. B describes the sea horses, and C is a feeding detail.

SHOW The sea horses are exciting but useless. The land horses are quiet but essential. Placing them together proves that usefulness outweighs spectacle.

OWN Answers vary. One example: "Lightning flashes bright but burns out in a second. / The porch light stays on all night and guides you home."

DEFEND Comparison lets the reader see both sides and judge. A flat statement tells you what to think. Two images side by side let you discover the truth yourself.

YOUR TURN Answers vary. One example: "The eagle soars above the clouds, majestic and alone. / But the sparrow knows every tree on the block / and sings outside your window every morning."

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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 “MY TREASURES” (ROBERT LOUIS STEVENSON, A CHILD’S GARDEN OF VERSES, 1885)

“These nuts, that I keep in the back of the nest, / Where all my tin soldiers are lying at rest, / Were gathered in Autumn by nursie and me / In a wood with a well by the side of the sea. / This whistle we made (and how clearly it sounds!) / By the side of a field at the end of the grounds.”

What is the poet’s purpose?

- A** To list things a child owns.
- B** To show that a child’s treasures are valuable because of the memories attached to them.
- C** To describe a day at the beach.
- D** To explain how whistles are made.

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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 “My Treasures” 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 B.

To list things a child owns.

- A The poet names objects, but the purpose is not the list. Each object is introduced with a memory. The purpose is about why these things matter, not what they are.

To show that a child's treasures are valuable because of the memories attached to them.

Correct.

- B The nuts were gathered with nurse by the sea. The whistle was made by the field. Each treasure carries a memory. The purpose is that memory, not cost, gives an object its worth.

To describe a day at the beach.

- C The sea is mentioned, but the purpose is about treasuring objects for their memories, not about a beach visit.

To explain how whistles are made.

- D The whistle-making is one memory, not the lesson. The purpose is that each object holds a story, not instructions for making things.

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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.