

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

Extended Metaphor with a Twist

from “Hope is like a harebell” (Christina Rossetti, Sing-Song, 1893)

Rossetti compares hope, love, and faith to flowers. The harebell and lily are gentle and thornless. But the rose, which stands for love, “with all its thorns excels them both.” The twist is that the flower with thorns wins. This week we notice how a poet builds a metaphor and then surprises the reader at the end.

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 7 · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 30 of 36 · Cluster 7 · 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 “Hope is like a harebell” 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 7 Module 2 · a class copy of “Hope is like a harebell” (Christina Rossetti, Sing-Song, 1893, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from “Hope is like a harebell” (main text) and “O Sailor, Come Ashore” (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.

Hope is like a harebell

Hope is like a harebell trembling from its birth,
Love is like a rose the joy of all the earth;
Faith is like a lily lifted high and white,
Love is like a lovely rose the world's delight;
Harebells and sweet lilies show a thornless growth,
But the rose with all its thorns excels them both.

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 "Hope is like a harebell" 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 extended metaphor with a twist ending 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 compares feelings to flowers and surprises the reader at the end."

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 metaphor and the twist.

Read the poem. Which feelings are compared to which flowers? What is the surprise in the last line?

Hope = harebell. Faith = lily. Love = rose.
"Harebells and sweet lilies show a thornless growth,
But the rose with all its thorns excels them both."

I CAN | I can notice how the poet compares feelings to flowers and delivers a surprise about which one is greatest.

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Grade 5 · Cluster 7 · Published Texts & Mentor Texts · Monday

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 30 of 36 · Cluster 7 · Module 2 · slide 3 of 11

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 compares feelings to flowers and surprises the reader at the end."

▶ Read the I can statement aloud, then the task on the slide: Notice the metaphor and the twist. Read the poem. Which feelings are compared to which flowers? What is the surprise in the last line?

"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: Hope is a harebell (gentle). Faith is a lily (pure). Love is a rose (beautiful but thorny). The surprise is the last line: the rose "with all its thorns excels them both." Love, even though it comes with difficulty, is the greatest.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about notice the metaphor and the twist. 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 love, hope, and faith?

A "Hope is like a harebell trembling from its birth."

B "Faith is like a lily lifted high and white."

C "But the rose with all its thorns excels them both."

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

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Grade 5 · Cluster 7 · Published Texts & Mentor Texts · Tuesday

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 30 of 36 · Cluster 7 · Module 2 · slide 4 of 11

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 love, hope, and faith?

"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. The last line delivers the message: love, though it has thorns, is greater than hope or faith alone. B and C describe the other virtues but do not carry the judgment.

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 does the poet build the metaphor step by step so the last line lands as a surprise?

Step 1: Hope = gentle harebell. Step 2: Faith = pure lily.
Step 3: "Harebells and sweet lilies show a thornless growth" (they seem perfect).
Step 4: "But the rose with all its thorns excels them both."
The twist: the imperfect flower wins.

I CAN | I can show how the poet builds the metaphor so the surprise ending proves the message.

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Grade 5 · Cluster 7 · Published Texts & Mentor Texts · Wednesday

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 30 of 36 · Cluster 7 · Module 2 · slide 5 of 11

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 does the poet build the metaphor step by step so the last line lands as a surprise?

"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 poet first praises hope and faith with gentle, thornless flowers. The reader expects them to be the best. Then the last line reverses the expectation: the rose, with all its thorns (difficulties), excels them both. The structure makes the twist land.

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 extended metaphor with a twist ending."

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.

Choose two or three qualities (like courage, patience, kindness). Compare each to something in nature. Then end with a twist: the one that seems hardest or imperfect is actually the greatest.

**Pick two or three qualities. Compare each to something in nature.
Build them up so the reader expects one answer.
Then end with a twist: the imperfect one is the greatest.**

I CAN | I can write my own extended metaphor with a twist ending.

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Grade 5 • Cluster 7 • Published Texts & Mentor Texts • Thursday

TEKS 5.10(A) • 5.12(A) • Published Texts & Mentor Texts • Week 30 of 36 • Cluster 7 • Module 2 • slide 6 of 11

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 extended metaphor with a twist ending."

▶ Read the I can statement aloud, then the task on the slide: Own it. Try the craft move. Choose two or three qualities (like courage, patience, kindness). Compare each to something in nature. Then end with a twist: the one that seems hardest or imperfect is actually the greatest.

"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: "Patience is like a still lake, calm and clear. / Courage is like a mountain, tall and strong. / But kindness, like a river that wears down stone, / with all its quiet turns outlasts them all."

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 saves the message for the last line."

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 started the poem with "Love is the greatest." Why does building the metaphor and saving the twist for the end work better?

"But the rose with all its thorns excels them both."
Why does saving the message for the last line make it hit harder?

I CAN | I can defend why the poet saves the message for the twist at the end.

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Grade 5 · Cluster 7 · Published Texts & Mentor Texts · Friday

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 30 of 36 · Cluster 7 · Module 2 · slide 7 of 11

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 saves the message for the last line."

▶ Read the I can statement aloud, then the task on the slide: Defend the poet's choice. Rossetti could have started the poem with "Love is the greatest." Why does building the metaphor and saving the twist for the end 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: If the poet started with the answer, the rest of the poem would be decoration. By building up hope and faith first, the reader expects them to win. The twist reverses that expectation. Surprise makes the truth stick.

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 an extended metaphor and a twist.

Compare qualities to things in nature. Build the reader's expectation, then end with a line that reverses it.

**Compare qualities to things in nature.
Build the expectation one way.
End with a line that surprises the reader and delivers your
message.**

I CAN | I can write my own story and use the craft move we studied all week.

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Grade 5 · Cluster 7 · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 30 of 36 · Cluster 7 · Module 2 · slide 8 of 11

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 an extended metaphor and a twist. Compare qualities to things in nature. Build the reader's expectation, then end with a line that reverses it. 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 Hope = harebell (gentle). Faith = lily (pure). Love = rose (thorny). The surprise: "the rose with all its thorns excels them both." The hardest virtue is the greatest.

CHOOSE C. The last line carries the judgment. B and C describe the other virtues without ranking them.

SHOW The poet praises gentle, thornless flowers first. The reader expects them to win. The last line reverses: the thorny rose (love) excels. The structure creates surprise.

OWN Answers vary. One example: "Speed is like the wind, free and fast. / Strength is like the oak, tall and firm. / But patience, like water wearing down rock, / with all its slowness reshapes the world."

DEFEND Starting with the answer removes the surprise. Building up hope and faith first creates an expectation. The twist reverses it. Surprise is what makes the message memorable.

YOUR TURN Answers vary. One example: "Talent shines like the sun at noon. / Hard work glows like a steady lantern. / But grit, like a root cracking stone, / with all its struggle, holds the tree."

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 “O SAILOR, COME ASHORE” (CHRISTINA ROSSETTI, SING-SONG, 1893)

“O sailor, come ashore, / What have you brought for me? / Red coral, white coral, / Coral from the sea. / I did not dig it from the ground, / Nor pluck it from a tree; / Feeble insects made it / In the stormy sea.”

What is the poet’s purpose?

- A** To teach about coral.
- B** To warn about the sea.
- C** To describe a harbor scene.
- D** To show that something beautiful can come from small, fragile creatures working in a difficult place.

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Grade 5 · Cluster 7 · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 30 of 36 · Cluster 7 · Module 2 · slide 10 of 11

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 “O Sailor, Come Ashore” from Christina Rossetti, Sing-Song, 1893.”

▶ *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.

- A To teach about coral.**
The poem mentions coral, but it is not a science lesson. The purpose goes deeper than the object itself.
- B To warn about the sea.**
The stormy sea is a detail, not a warning. The poet uses it to explain where the coral came from, not to frighten the reader.
- C To describe a harbor scene.**
The sailor coming ashore sets the scene, but the purpose is about what the coral reveals, not about the harbor.
- D To show that something beautiful can come from small, fragile creatures working in a difficult place.**
D Correct.
"Feeble insects" made the coral "in the stormy sea." The poet reveals that beauty can come from weakness and struggle. The sailor brings home proof that small things can create something lasting.

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Grade 5 · Cluster 7 · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 30 of 36 · Cluster 7 · Module 2 · slide 11 of 11

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.