

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

A Simple List with a Quiet Message

from "Currants on a bush" (Christina Rossetti, Sing-Song, 1893)

Rossetti lists three fruits in their places and then adds "And Ned to gather them." The list builds a picture of abundance, and the last line adds the person who makes it meaningful. Without Ned, the fruit just sits there. This week we notice how a simple list can carry a message.

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 32 of 36 · Cluster 7 · 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 "Currants on a bush" 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 4 · a class copy of "Currants on a bush" (Christina Rossetti, Sing-Song, 1893, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from "Currants on a bush" (main text) and "All the Bells Were Ringing" (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.

Currants on a bush

Currants on a bush,
And figs upon a stem,
And cherries on a bending bough,
And Ned to gather them.

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 "Currants on a bush" 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 a simple list that delivers a quiet message 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 a simple list to build a picture and then adds a person to give it meaning."

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 list and the person.

Read the poem. What does the poet list? What does the last line add? Why does adding a person change the picture?

Currants on a bush. Figs upon a stem. Cherries on a bending bough.
"And Ned to gather them."
Three fruits waiting. One person to make them matter.

I CAN | I can notice how adding a person at the end gives the list its meaning.

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Grade 5 · Cluster 7 · 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 a simple list to build a picture and then adds a person to give it meaning."

▶ Read the I can statement aloud, then the task on the slide: Notice the list and the person. Read the poem. What does the poet list? What does the last line add? Why does adding a person change the picture?

"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 lists three fruits in their natural places. Without the last line, the poem is just a picture. Adding "And Ned to gather them" gives the picture a purpose. The fruit is not just growing. It is waiting for someone.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about notice the list and the person. 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 best explains the poet's message?

A Nature's gifts become meaningful when someone is there to receive them.

B Fruit grows on different kinds of plants.

C Ned is a good gardener.

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

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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 best explains the poet'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 fruit is nature's gift, and Ned is the person who gives it purpose. B is a fact, not a message. C is not in the poem. The message is that abundance needs a person to complete it.

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 fruit lines and the Ned line work together to prove the message?

Three lines of fruit (currants, figs, cherries) build a picture of plenty.
The fourth line ("And Ned to gather them") adds the person.
Without Ned, the fruit stays uncollected. With Ned, it has purpose.

I CAN | I can show how the list of fruit and the person work together to prove the message.

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Grade 5 · Cluster 7 · 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 fruit lines and the Ned line work together to prove the 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 SHOW row of the tracking sheet.

ANSWER KEY: The three fruit lines create abundance: currants, figs, cherries, each in its place. The fourth line adds Ned. Without him, the fruit is just scenery. With him, it becomes provision. The structure proves that nature's gifts need a person to complete their purpose.

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 list poem that adds a person at the end to deliver 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"

Own it. Try the craft move.

Write a list of three things in nature or the world. Then add one line with a person who gives the list its meaning. Let the person

List three things in the world.
Add one line with a person who gives them meaning.
Let the person complete the picture.

I CAN | I can write my own list poem that adds a person at the end to deliver the message.

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Grade 5 • Cluster 7 • 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 list poem that adds a person at the end to deliver the message."

▶ Read the I can statement aloud, then the task on the slide: Own it. Try the craft move. Write a list of three things in nature or the world. Then add one line with a person who gives the list its meaning. Let the person complete the picture, the way Ned completes the fruit.

"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: "Stars in the sky, / waves on the shore, / wind in the tall grass, / and Grandma on the porch to watch 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 person 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 with Ned. Why does listing the fruit first and adding Ned at the end work better?

Currants, figs, cherries... then Ned.
Why does putting the person last make the poem land?

I CAN | I can defend why saving the person for the last line makes the poem stronger.

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Grade 5 · Cluster 7 · 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 saves the person 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 with Ned. Why does listing the fruit first and adding Ned at 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: The fruit lines build a picture of plenty that feels incomplete. By the time the reader reaches Ned, there is a gap. The last line fills it. The reader feels the shift from scenery to meaning. Starting with Ned would lose that moment of completion.

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 list poem with a person at the end.

List three things that are waiting or sitting still. Then add one person who gives the list its meaning. Keep it simple.

**List three things that are waiting.
Add one person who gives them purpose.
Keep it as simple as Rossetti's four lines.**

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 list poem with a person at the end. List three things that are waiting or sitting still. Then add one person who gives the list its meaning. Keep it simple. 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 Three fruits listed in their places (currants, figs, cherries). "And Ned to gather them" adds the person. The fruit goes from scenery to provision when Ned appears.

CHOOSE A. Nature's gifts become meaningful when someone receives them. B is a fact, not a message. C invents a detail not in the poem.

SHOW Three lines of abundance. One line of a person. Without Ned, the fruit stays. With Ned, it has purpose. The structure proves the message.

OWN Answers vary. One example: "Books on a shelf, / chalk by the board, / sunlight through the window, / and a teacher to open the door."

DEFEND Listing the fruit first builds a picture that feels incomplete. The reader senses something missing. Ned fills the gap. The surprise of the person completing the scene is what makes the poem land.

YOUR TURN Answers vary. One example: "Seeds in the packet, / soil in the pot, / rain in the cloud, / and my little sister to plant them all."

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 "ALL THE BELLS WERE RINGING" (CHRISTINA ROSSETTI, SING-SONG, 1893)

"All the bells were ringing / And all the birds were singing, / When Molly sat down crying / For her broken doll: / O you silly Moll! / Sobbing and sighing / For a broken doll, / When all the bells are ringing, / And all the birds are singing."

What is the poet's purpose?

- A** To describe a day with bells and birds.
- B** To explain why dolls break.
- C** To show that a child's grief can be real even when the world seems joyful.
- D** To teach children not to cry over toys.

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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 "All the Bells Were Ringing" 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 C.

To describe a day with bells and birds.

- A** The bells and birds are the background, not the message. The poet uses them to contrast with Molly's grief and show that sadness can exist inside a joyful world.

To explain why dolls break.

- B** The broken doll is the cause of Molly's tears, but the purpose is not about dolls. It is about how a child's sorrow is real even when the world around her is celebrating.

To show that a child's grief can be real even when the world seems joyful.

- C** **Correct.**
Bells ring and birds sing, but Molly cries for her broken doll. The contrast between the joyful world and her real sorrow is the message. Small grief matters, even in a happy world.

To teach children not to cry over toys.

- D** The poet calls Molly "silly," but the poem also circles back to her tears. The tone is tender, not scolding. The purpose is to show that small grief is real, not to dismiss it.

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The Answer, and Why

 ~4 min

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

"The answer is C."

▶ 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.