

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

The Surprise Answer

from "A diamond or a coal?" (Christina Rossetti, Sing-Song, 1893)

The poet asks a question and gives a surprising answer. A coal over a diamond? Yes, because usefulness matters more when it is cold. This week we notice how a surprise answer makes the reader rethink what they value.

This deck teaches **author craft and composition** across the five RPLD thinking levels:

NOTICE · CHOOSE · SHOW · OWN · DEFEND

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Grade 5 · Cluster 8 · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 34 of 36 · Cluster 8 · 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 "A diamond or a coal?" 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 8 Module 2 · a class copy of "A diamond or a coal?" (Christina Rossetti, Sing-Song, 1893, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from "A diamond or a coal?" (main text) and "The city mouse lives in a house" (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.

A diamond or a coal?

A diamond or a coal?
A coal, sir, if you please:
One comes to care about the coal
What time the waters freeze.

SOURCE

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

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Grade 5 · Cluster 8 · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 34 of 36 · Cluster 8 · Module 2 · slide 2 of 11

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 "A diamond or a coal?" 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 the surprise answer 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 the surprise in the poet's answer."

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 surprise.

What is surprising about the poet's choice?

The poet chooses **a coal over a diamond**. The surprise: **usefulness outweighs beauty when you need warmth**.

I CAN | I can notice the surprise in the poet's answer.

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Grade 5 · Cluster 8 · Published Texts & Mentor Texts · Monday

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 34 of 36 · Cluster 8 · 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 the surprise in the poet's answer."

▶ Read the I can statement aloud, then the task on the slide: Notice the surprise. What is surprising about the poet's choice?

"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 chooses coal over diamond because coal warms you when it is cold.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about notice the surprise. 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 "One comes to care about the coal What time the waters freeze."

B "A diamond or a coal?"

C "A coal, sir, if you please."

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

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TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 34 of 36 · Cluster 8 · 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 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. Lines 3-4 explain: you care about coal when the waters freeze.

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.

Why does the explanation in lines 3-4 make the surprise answer logical?

Why does the explanation in lines 3-4 make the surprise answer logical?

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

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TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 34 of 36 · Cluster 8 · 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 text proves the message."

▶ Read the I can statement aloud, then the task on the slide: Show how it proves the message. Why does the explanation in lines 3-4 make the surprise answer logical?

"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 freezing water is the context that makes the coal valuable. Without the need, the diamond 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 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.

Write a question with a surprising answer, then explain why.

A surprising answer, then **explain why.**

I CAN | I can try the craft move myself.

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TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 34 of 36 · Cluster 8 · 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 try the craft move myself."

▶ Read the I can statement aloud, then the task on the slide: Own it. Try the craft move. Write a question with a surprising answer, then explain why.

"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: "A ladder or a chair? The ladder, please, when the kite is stuck in the tree."

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 asking a question and then surprising the reader more powerful than just stating the lesson?

Why is asking a question and then surprising the reader more powerful than just stating the lesson?

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

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Grade 5 · Cluster 8 · Published Texts & Mentor Texts · Friday

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 34 of 36 · Cluster 8 · 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 this craft move works."

▶ Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why is asking a question and then surprising the reader more powerful than just stating the lesson?

"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: Questions engage the reader. Surprises make the reader rethink. Together they are more powerful than a flat statement.

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 surprise-answer poem.

Ask a question. Give a surprising answer. Explain why.

Question. Surprising answer. Explain why.

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

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Grade 5 · Cluster 8 · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 34 of 36 · Cluster 8 · 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 surprise-answer poem. Ask a question. Give a surprising answer. Explain why. 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 Coal over diamond. Usefulness over beauty in a time of need.

CHOOSE A. The freezing water explains the choice.

SHOW Need changes value. The context makes the coal win.

OWN Answers vary. One example: "A ladder or a chair? The ladder, please, when the kite is stuck in the tree."

DEFEND Questions + surprises = reader rethinking. Flat statements do not create that moment.

YOUR TURN Answers vary. One example: A whisper or a shout? A whisper, if you please. One whisper gets a friend to lean in close. A shout just pushes everyone away.

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 "THE DAYS ARE CLEAR" (CHRISTINA ROSSETTI, SING-SONG, 1893)

**"The days are clear,
Day after day,
When April's here,
That leads to May,
And June
Must follow soon:
Stay, June, stay!
If only we could stop the moon
And June!"**

What is the poet's purpose?

A To name the months of spring.

B To capture the feeling of wanting a beautiful time to last.

C To explain why June follows May.

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Grade 5 • Published Texts & Mentor Texts

TEKS 5.10(A) • 5.12(A) • Published Texts & Mentor Texts • Week 34 of 36 • Cluster 8 • 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 "The city mouse lives in a house" 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 B.

A To name the months of spring.

The months are named, but the purpose is the wish for time to stop.

To capture the feeling of wanting a beautiful time to last.

Correct.

B

The poet moves from April through June, then cries "Stay, June, stay!" The wish to stop the moon and June shows the longing to hold onto a good season.

C To explain why June follows May.

C

The calendar order is a detail. The purpose is the emotional wish.

D To describe clear weather.

D

Clear days set the mood, but the purpose is the wish for time to pause.

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Grade 5 · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 34 of 36 · Cluster 8 · 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 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.