

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

A Year of Craft Moves: Review

from “**Growing in the vale**” (Christina Rossetti, **Sing-Song**, 1893)

This is our final week. Rossetti gives a flower a name and a personality in just eight lines. All year we have studied how authors and poets use craft to deliver their messages. This week we look back at every craft move we learned and name the ones that changed our own writing.

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 36 of 36 · Cluster 8 · 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 “Growing in the vale” 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 4 · a class copy of “Growing in the vale” (Christina Rossetti, Sing-Song, 1893, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from “Growing in the vale” (main text) and “Bread and milk for breakfast” (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.

Growing in the vale

Growing in the vale
By the uplands hilly,
Growing straight and frail,
Lady Daffadowndilly.

Growing straight and tall
In the city dimly,
Growing green and small,
Lady Daffadowndilly.

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 "Growing in the vale" 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 year of craft moves: review 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 all the craft moves we have studied this year."

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 your growth.

Name three craft moves you learned this year.

Personification • A character states the message • A challenge that proves the point • Flattery as a trap • Building and breaking • Nonsense words • Comparison • The surprise answer

I CAN | I can notice all the craft moves we have studied this year.

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Grade 5 • Cluster 8 • 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 all the craft moves we have studied this year."

▶ Read the I can statement aloud, then the task on the slide: Notice your growth. Name three craft moves you learned this year.

"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: All year: personification, character voice, challenge, flattery, comparison, surprise, and more.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about notice your growth. 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** An author always writes the same way.
- B** The message is always in the last sentence.
- C** A character's words can carry the message.

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: C. A character's words can carry the message. Authors choose many different craft moves.

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 did learning craft moves change the way you read?

How did learning craft moves change the way you read?

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

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Grade 5 · Cluster 8 · 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 did learning craft moves change the way you read?

"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: Knowing craft moves helps you see what the author did and WHY. That understanding deepens every text you read.

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.

Choose any craft move from this year. Write three lines using it.

Choose **any** craft move. Write **three** lines using it.

I CAN | I can try the craft move myself.

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Grade 5 · Cluster 8 · 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. Choose any craft move from this year. Write three lines using it.

"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. Choose your strongest craft move and show it.

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 does knowing craft moves help a reader AND a writer?

Why does knowing craft moves help a reader AND a writer?

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

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Grade 5 · Cluster 8 · 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 does knowing craft moves help a reader AND a writer?

"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: A reader who knows craft moves sees how the text works. A writer who knows them has tools to make their own writing stronger.

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 piece using any craft move from this year.

Choose a craft move. Name it. Use it in at least four lines of original writing.

Choose a craft move. Name it. Use it in at least four lines.

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

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 piece using any craft move from this year. Choose a craft move. Name it. Use it in at least four lines of original writing. 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 This year we learned: personification, character voice, challenges, flattery, comparison, surprise answers, and more.

CHOOSE C. Authors use many different craft moves to deliver their messages.

SHOW Knowing craft moves changes both reading and writing. You see what the author did and can do it yourself.

OWN Answers vary. Show your strongest craft move.

DEFEND Readers see how texts work. Writers gain tools. Both grow.

YOUR TURN Answers vary. Use any craft move from the year.

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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 “BREAD AND MILK FOR BREAKFAST” (CHRISTINA ROSSETTI, SING-SONG, 1893)

**“Bread and milk for breakfast,
And woollen frocks to wear,
And a crumb for robin redbreast
On the cold days of the year.”**

What is the poet’s purpose?

- A** To celebrate the simple comforts of childhood and kindness to a small creature.
- B** To describe what children eat.
- C** To teach children to feed birds.
- D** To explain what woollen frocks are.

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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 “Bread and milk for breakfast” 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 A.

To celebrate the simple comforts of childhood and kindness to a small creature.

A **Correct.**

Bread, milk, warm clothes, and a crumb for a bird. Every detail is simple and kind. The poet celebrates the quiet goodness of an ordinary day.

B **To describe what children eat.**

The food is a detail. The purpose is the warm feeling of simplicity and sharing.

C **To teach children to feed birds.**

The crumb for the robin is part of the picture, not the whole purpose.

D **To explain what woollen frocks are.**

The frocks are a detail of comfort, not the subject of the poem.

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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 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.