

PUBLISHED TEXTS

EXACT TEKS WORDING (FROM TEA)

“explain the author’s purpose and message within a text”

“compose literary texts such as personal narratives and poetry using genre characteristics and craft”

WHAT DOES THIS MEAN TO ME?

Published texts are real stories, poems, and books written by real authors and published for the world to read.

An author writes with a purpose, and the author’s message is the idea the text teaches or shows.

When I study what an author did, I can try that same craft in my own writing.

THIS WEEK’S FOCUS

Repetition as a Storytelling Engine

from “How the Camel Got His Hump” by Rudyard Kipling (1902)

Some authors use repetition to drive a story forward. Kipling repeats the same pattern three times: an animal asks the Camel to work, the Camel says “Humph!” and refuses. The repetition builds frustration and makes the reader expect the consequence. This week we study how repetition powers a story.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PUBLISHED TEXTS

Read the published text.

This is an excerpt from a Just So Story. Read it, then read it again. Count the repetitions and notice the pattern.

How the Camel Got His Hump (excerpt)

Presently the Horse came to him on Monday morning and said, “Camel, O Camel, come out and trot like the rest of us.”

“Humph!” said the Camel; and the Horse went away and told the Man.

Presently the Dog came to him and said, “Camel, O Camel, come and fetch and carry like the rest of us.”

“Humph!” said the Camel; and the Dog went away and told the Man.

Presently the Ox came to him and said, “Camel, O Camel, come and plough like the rest of us.”

“Humph!” said the Camel; and the Ox went away and told the Man.

SOURCE · PUBLIC DOMAIN

From *Just So Stories* by Rudyard Kipling, published 1902 (public domain, Project Gutenberg #2781)

ICAN | I can read a published text and notice the author’s craft move.



PUBLISHED TEXTS

TODAY'S THINKING JOB

NOTICE

"I can notice the pattern the author repeats."

EXACT TEKS WORDING

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Notice the pattern.

Find the three-part pattern. What stays the same each time? What changes?

Same: "Presently the _____ came... 'Humph!' said the Camel"

Changes: Horse → Dog → Ox. Trot → fetch and carry → plough.

I CAN | I can notice the repeated pattern and what changes each time.



PUBLISHED TEXTS

TODAY'S THINKING JOB

CHOOSE

“I can choose the part of the pattern that does the most work.”

EXACT TEKS WORDING

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Choose the strongest repetition.

Which repeated element builds the most frustration?

A “Humph!” said the Camel (the same refusal every time)

B “Presently” (the time word)

C “and told the Man” (the report)

I CAN | I can choose the repeated element that builds the most frustration.



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TODAY'S THINKING JOB

SHOW

“I can show how repetition builds toward a consequence.”

EXACT TEKS WORDING

“explain the author’s purpose and message within a text”

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Show how the repetition builds.

The Camel says “Humph!” three times. How does each refusal make the reader expect a consequence?

**First “Humph!” = annoying. Second = frustrating.
Third = the reader KNOWS something must happen. The repetition builds pressure.**

I CAN | I can show how each repetition builds more pressure toward a consequence.



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TODAY'S THINKING JOB

OWN

“I can write a three-part repetition pattern.”

EXACT TEKS WORDING

“explain the author’s purpose and message within a text”

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Own it. Try the craft move.

Write a three-part pattern where a character refuses three different requests the same way.

“Clean your room,” said Mom. “Later,” said the boy.
“Do your homework,” said Dad. “Later,” said the boy.
“Feed the dog,” said his sister. “Later,” said the boy.
Then _____.

I CAN | I can write a three-part repetition that builds toward a consequence.



PUBLISHED TEXTS

TODAY'S THINKING JOB

DEFEND

“I can defend why repetition is stronger than listing.”

EXACT TEKS WORDING

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Defend the author’s choice.

Kipling could have written “The Camel refused to help the Horse, the Dog, and the Ox.” Why does the three-part pattern work better?

“Humph!” “Humph!” “Humph!”

vs. “The Camel refused three times.” Which one makes the reader feel the stubbornness?



I can defend why showing the same refusal three times is stronger than summarizing it.



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Write your own repetition story.

Choose a character who does the same thing three times despite being asked to stop. Build the pattern, then show the consequence.

Choose a character who repeats the same mistake three times.

Build the pattern with the same structure each time.

End with the consequence the repetition earned.

I CAN | I can write my own story where repetition drives the plot toward a consequence.



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Answers, across the five thinking levels.

NOTICE The pattern repeats three times: an animal asks, the Camel says “**Humph!**”, and the animal reports to the Man. The same structure, three times.

CHOOSE A. “Humph!” is the core of the pattern. The word itself never changes, which makes the stubbornness feel absolute.

SHOW Each refusal adds pressure. By the third “Humph!” the reader expects a consequence. The repetition earns the consequence that comes next in the story.

OWN Answers vary. One example: **Then the dog sat by his empty bowl, whining. “Later” had run out.**

DEFEND A summary tells the reader what happened. The three-part pattern lets the reader feel the frustration growing. Each “Humph!” adds weight until the reader is ready for the consequence.

YOUR TURN Answers vary. One example: “Bring an umbrella,” said the teacher. “I will be fine,” said the girl. Three times she said it. Then it rained.



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READ THIS PASSAGE EXCERPT • FROM “THE FOX AND THE LION” (AESOP, TRANS. TOWNSEND, 1867)

“When a Fox who had never yet seen a Lion, fell in with him by chance for the first time in the forest, he was so frightened that he nearly perished with fear. On meeting him for the second time, he was still much alarmed, but not to the same extent as at first. On seeing him the third time, he so increased in boldness that he went up to him and commenced a familiar conversation with him.”

What message does the author want the reader to learn?

- A** Lions are not actually dangerous.
- B** Familiarity takes away fear.
- C** Foxes are braver than other animals.
- D** The forest is a safe place to meet strangers.



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The answer is B.

A **Lions are not actually dangerous.**

The story does not say the Lion is safe. It says the Fox got used to the Lion. The danger may still be real.

B **Familiarity takes away fear.**

Correct.

The Fox was terrified the first time, less afraid the second, and bold the third. The gradual change shows that getting used to something removes the fear. The three meetings prove the pattern.

C **Foxes are braver than other animals.**

The story is about how familiarity works, not about which animals are bravest.

D **The forest is a safe place to meet strangers.**

The forest is just the setting. The message is about how repeated exposure reduces fear.

