

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

Escalation Through Repetition

from “The Sing-Song of Old Man Kangaroo” by Rudyard Kipling (1902)

Some authors use repetition that ESCALATES. Each time the pattern repeats, the character asks for more. Kipling’s Kangaroo visits three gods, and each request adds a new demand. The growing requests build toward the consequence. This week we study how escalation inside a repeating pattern drives a story forward.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 · Cluster 1 · Published Texts & Mentor Texts

TEKS 4.10(A) · 4.12(A) · Grade 4 · Week 6 of 36 · Cluster 1 · Module 2 · slide 1 of 11

SLIDE 1 OF 11 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction

“This week we study escalation through repetition.”

▶ Show the cover. Read the TEKS wording aloud.

“Our mentor text is The Sing-Song of Old Man Kangaroo.”

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 1 Module 2 · “The Sing-Song of Old Man Kangaroo” (Rudyard Kipling, 1902) · tracking sheet · pencils

THE MENTOR TEXT

The Sing-Song of Old Man Kangaroo · The Fox and the Monkey (test)

CHECK FOR UNDERSTANDING

Ask what escalation through repetition means.

RAISE THE THINKING

Ask how this differs from last week.

Read the published text.

This is an excerpt. Read it, then read it again. Notice how each request adds something new.

The Sing-Song of Old Man Kangaroo (excerpt)

He went to Nqa at six before breakfast, saying, “Make me different from all other animals by five this afternoon.”

Up jumped Nqa from his seat on the sandflat and shouted, “Go away!”

He went to Nquing at eight after breakfast, saying, “Make me different from all other animals; make me, also, wonderfully popular by five this afternoon.”

Up jumped Nquing from his burrow in the spinifex and shouted, “Go away!”

He went to Nqong at ten before dinner-time, saying, “Make me different from all other animals; make me popular and wonderfully run after by five this afternoon.”

SOURCE · PUBLIC DOMAIN

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

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

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SLIDE 2 OF 11 ·

Read the Published Text

 ~6 min

“ ” = say word-for-word · ▶ = teacher direction

“This is our published mentor text.”

▶ Read the text aloud twice.

“Notice the craft move.”

▶ Point to the key moment.

“Now we will take turns reading. I read one sentence, then you read the next sentence. Keep your finger under each word.”

▶ Take Turns Reading (Fluency). Model sentence 1 with expression, then pause. The student reads sentence 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: See slide.

CHECK FOR UNDERSTANDING

Point to the craft move.

COMMON MISCONCEPTION

Confusing a detail with the craft.

RPLD EVIDENCE & ADVICE

Keep it joyful.

RAISE THE THINKING

What did you notice?

TODAY'S THINKING JOB

NOTICE

"I can notice how each request adds something new."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

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

Notice the escalation.

Compare the three requests. What stays the same? What grows?

1st: "Make me **different.**"

2nd: "different; also, **wonderfully popular.**"

3rd: "different; popular and **wonderfully run after.**"

I CAN | I can notice how each request in the pattern adds a new demand.

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SLIDE 3 OF 11 ·

Monday · NOTICE

~4 min

" " = say word-for-word · ▶ = teacher direction

"Today's job is NOTICE."

▶ Read the task.

"Find the craft move."

▶ Students write on NOTICE row.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Read the craft move aloud.

RPLD EVIDENCE & ADVICE

Foundational level.

RAISE THE THINKING

What do you feel?

TODAY'S THINKING JOB

CHOOSE

"I can choose the request that escalates the most."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

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

Choose the biggest escalation.

Which request pushes the farthest beyond the first?

- A** "Make me popular and wonderfully run after" (the third, which adds the most)
- B** "Make me different from all other animals" (the first, the base request)
- C** "Go away!" (the response, not the request)

I CAN | I can choose the request that escalates the most from the original.

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SLIDE 4 OF 11 ·

Tuesday · CHOOSE

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Today's job is CHOOSE."

▶ Read the task.

"Which is the best example?"

▶ Choose privately, share.

ANSWER KEY: A.

CHECK FOR UNDERSTANDING

Why is A strongest?

RPLD EVIDENCE & ADVICE

Developing level.

RAISE THE THINKING

What makes it stronger?

TODAY'S THINKING JOB

SHOW

"I can show how escalation builds pressure."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

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

Show how the escalation builds.

Each god says "Go away!" but the Kangaroo keeps asking for more. How does the growing demand build toward a consequence?

Request 1: different. Request 2: different + popular. Request 3: different + popular + **run after.**

"Run after" is exactly what happens next in the story. The escalation earns the consequence.

I CAN | I can show how the growing requests build pressure toward the consequence.

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SLIDE 5 OF 11 ·

Wednesday · SHOW

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Today's job is SHOW."

▶ Read the task.

"Explain how it works."

▶ Take 2-3 answers.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Point to the words.

RPLD EVIDENCE & ADVICE

Independent level.

RAISE THE THINKING

What would change without it?

TODAY'S THINKING JOB

OWN

"I can write an escalating pattern."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

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

Own it. Try the craft move.

Write three requests that escalate. Each one keeps the first demand and adds more.

"Give me a pet."
"Give me a pet, and also a bigger room."
"Give me a pet, a bigger room, and _____."

I CAN | I can write three requests that escalate the same way the Kangaroo's did.

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SLIDE 6 OF 11 ·

Thursday · OWN

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Today's job is OWN."

▶ Read the task.

"Try the craft move."

▶ Two minutes writing.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for the move.

RPLD EVIDENCE & ADVICE

Advanced level.

RAISE THE THINKING

Where did you use it?

TODAY'S THINKING JOB

DEFEND

"I can defend why escalation is stronger than a single big request."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

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

Defend the author's choice.

The Kangaroo could have asked for everything at once. Why does building the request step by step make the story stronger?

All at once: "Make me different, popular, and run after."

Step by step: the greed grows with each visit. Why does the reader feel the greed more when it escalates?

I CAN | I can defend why step-by-step escalation builds more tension than one big request.

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SLIDE 7 OF 11 ·

Friday · DEFEND

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Today's job is DEFEND."

▶ Read the task.

"Why does this move make it stronger?"

▶ Write a because statement.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why.

RPLD EVIDENCE & ADVICE

Reflective level.

RAISE THE THINKING

Name another text with this move.

Write your own escalation story.

Choose a character who asks for something three times. Each time, the request grows bigger. Show the consequence the growing demand earns.

**Choose a character who asks three times.
Each request adds more than the last.
End with the consequence the escalation earned.**

I CAN | I can write my own story where escalating requests drive the plot.

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**SLIDE 8 OF 11 ·
YOUR TURN**

 ~6 min

“ ” = say word-for-word · ▶ = teacher direction

“Your turn.”

▶ Read the task.

“Use the craft move.”

▶ Circulate.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for the move.

RPLD EVIDENCE & ADVICE

Independent practice.

RAISE THE THINKING

Check your move.

Answers, across the five thinking levels.

NOTICE Request 1: **different**. Request 2: different + **popular**. Request 3: different + popular + **run after**. Each visit adds a new demand.

CHOOSE A. The third request adds “wonderfully run after,” which escalates the farthest from the original “different.”

SHOW The Kangaroo wanted to be different, then popular, then chased. “Run after” is what he literally gets when a dog chases him across Australia. The escalation earns the consequence.

OWN Answers vary. One example: “**Give me a pet, a bigger room, and my own house with a pool.**”

DEFEND One big request feels flat. Three growing requests let the reader watch the greed build. Each step makes the consequence feel more earned.

YOUR TURN Answers vary. One example: A girl asked for one cookie, then a plate of cookies, then the whole bakery. The baker said, “You asked for too much, and now you get crumbs.”

SLIDE 9 OF 11 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction

“Check our work.”

▶ *Reveal answers.*

“If you missed one, that is your learning.”

▶ *Celebrate explanations.*

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain how it works.

RPLD EVIDENCE & ADVICE

OWN turns into DEFEND.

RAISE THE THINKING

What would change?

READ THIS PASSAGE EXCERPT · FROM "THE FOX AND THE MONKEY" (AESOP, TRANS. TOWNSEND, 1867)

"A Monkey once danced in an assembly of the Beasts, and so pleased them all by his performance that they elected him their King. A Fox, envying him the honour, discovered a piece of meat lying in a trap, and leading the Monkey to the place, said she had found a treasure for him. The Monkey approached carelessly and was caught in the trap; and on his accusing the Fox, she replied, 'O Monkey, and are you, with such a mind as yours, going to be King over the Beasts?'"

What message does the author want the reader to learn?

- A** Monkeys are the best dancers of all the animals.
- B** Foxes should never be trusted.
- C** Traps are dangerous for all animals.
- D** A leader who falls for a simple trick does not deserve to lead.

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SLIDE 10 OF 11 ·

Show What You Know

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Test on 'The Fox and the Monkey.'"

▶ Read text and question.

"Read all four choices."

▶ Choose privately.

ANSWER KEY: D.

CHECK FOR UNDERSTANDING

Choose by purpose.

RPLD EVIDENCE & ADVICE

DEFEND in action.

RAISE THE THINKING

Why is each wrong?

The answer is D.

Monkeys are the best dancers of all the animals.

- A** The dancing is what made him King, but the message is about whether he deserves to lead, not about who dances best.

Foxes should never be trusted.

- B** The Fox is clever, but the message is about the Monkey's poor judgment, not about trusting foxes.

Traps are dangerous for all animals.

- C** The trap is the tool the Fox uses, not the message. The lesson is about leadership and wisdom.

A leader who falls for a simple trick does not deserve to lead.

Correct.

- D** The Monkey became King through dancing, not through wisdom. The Fox's trap proves that popularity without judgment makes a poor leader.

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The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"The answer is D."

▶ Reveal reasons.

"Each wrong choice does not match."

▶ Write one sentence.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why D fits.

RPLD EVIDENCE & ADVICE

Highest DEFEND move.

RAISE THE THINKING

Write a new question.