

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

A Refrain That Anchors the Adventure

from “The Jumblies” by Edward Lear (1871)

Lear uses the same refrain after every stanza. The refrain anchors the poem and makes every stanza feel like another chapter of the same brave journey.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Published Texts & Mentor Texts

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 7 of 36 · Cluster 1 · Module 3 · slide 1 of 11

SLIDE 1 OF 11 ·

Introduce the Week

 ~5 min

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

"This week we study a refrain that anchors the adventure."

▶ Show the cover. Read the TEKS wording aloud.

"Our mentor text is The Jumblies."

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 1 Module 3 · “The Jumblies” (Edward Lear, 1871) · tracking sheet · pencils

THE MENTOR TEXT

The Jumblies · The Duck and the Kangaroo (test)

CHECK FOR UNDERSTANDING

Ask what a refrain that anchors the adventure means.

RAISE THE THINKING

Ask how this differs from last week.

Read the published text.

Read it, then read it again. Notice the craft move the author uses.

The Jumblies

They went to sea in a sieve, they did;
In a sieve they went to sea:
In spite of all their friends could say,
On a winter's morn, on a stormy day,
In a sieve they went to sea.
Far and few, far and few,
Are the lands where the Jumblies live:
Their heads are green, and their hands are blue;
And they went to sea in a sieve.

SOURCE · PUBLIC DOMAIN

From Nonsense Songs by Edward Lear (public domain, Project Gutenberg #13650)

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

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Published Texts & Mentor Texts

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 7 of 36 · Cluster 1 · Module 3 · slide 2 of 11

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.

RAISE THE THINKING

What did you notice?

TODAY'S THINKING JOB

NOTICE

"I can find the refrain."

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"

Find the refrain.

Which lines repeat at the end of every stanza?

"Far and few, far and few, / Are the lands where the Jumblies live: / Their heads are green, and their hands are blue; / And they went to sea in a sieve."

I CAN | I can find the refrain..

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Published Texts & Mentor Texts · Monday

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 7 of 36 · Cluster 1 · Module 3 · slide 3 of 11

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.

RAISE THE THINKING

What do you feel?

TODAY'S THINKING JOB

CHOOSE

"I can choose the anchoring line."

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 anchoring line.

Which line does the most work?

A "Far and few, far and few" (rhythm)

B "Their heads are green" (description)

C "And they went to sea in a sieve" (core image)

I CAN | I can choose the anchoring line..

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Published Texts & Mentor Texts · Tuesday

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 7 of 36 · Cluster 1 · Module 3 · slide 4 of 11

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: C.

CHECK FOR UNDERSTANDING

Why is C strongest?

RAISE THE THINKING

What makes it stronger?

TODAY'S THINKING JOB

SHOW

"I can show how the refrain works."

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 refrain works.

Each stanza gets wilder. How does the refrain bring the reader back?

Each time, the refrain returns the reader to the same rhythm and image. It is a landing pad.

I CAN | I can show how the refrain works..

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Published Texts & Mentor Texts · Wednesday

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 7 of 36 · Cluster 1 · Module 3 · slide 5 of 11

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.

RAISE THE THINKING

What would change without it?

TODAY'S THINKING JOB

OWN

"I can own it. write your own refrain."

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. Write your own refrain.

Write two stanzas. End each with the same refrain.

**We climbed the hill on a foggy night, / Up through the mist so gray. Over the
clouds and over the trees, / That is where we like to play.**

I CAN | I can own it. write your own refrain..

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Published Texts & Mentor Texts · Thursday

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 7 of 36 · Cluster 1 · Module 3 · slide 6 of 11

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.

RAISE THE THINKING

Where did you use it?

TODAY'S THINKING JOB

DEFEND

"I can defend the refrain."

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 refrain.

Why does repeating the same lines work better than ending differently?

The repetition gives a familiar home base. Without it, each stanza feels disconnected.

I CAN | I can defend the refrain..

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Published Texts & Mentor Texts · Friday

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 7 of 36 · Cluster 1 · Module 3 · slide 7 of 11

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.

RAISE THE THINKING

Name another text with this move.

Write a poem with a refrain.

Write three stanzas. End each with the same two lines.

Use what you learned this week about a refrain that anchors the adventure.

Write your own text that uses this craft move.

I CAN | I can use a refrain that anchors the adventure in my own writing.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Published Texts & Mentor Texts

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 7 of 36 · Cluster 1 · Module 3 · slide 8 of 11

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.

RAISE THE THINKING

Check your move.

Answers, across the five thinking levels.

NOTICE “Far and few, far and few, / Are the lands where the Jumblies live: / Their heads are green, and their hands are blue; / And they went to sea in a sieve.”

CHOOSE C. “And they went to sea in a sieve” (core image)

SHOW Each time, the refrain returns the reader to the same rhythm and image. It is a landing pad.

OWN Answers vary. One example: **We climbed the hill on a foggy night, / Up through the mist so gray. Over the clouds and over the trees, / That is where we like to play.**

DEFEND The repetition gives a familiar home base. Without it, each stanza feels disconnected.

YOUR TURN Answers vary.

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.

RAISE THE THINKING

What would change?

READ THIS PASSAGE EXCERPT · FROM "THE DUCK AND THE KANGAROO" (EDWARD LEAR)

Said the Duck to the Kangaroo,
"Good gracious! how you hop
Over the fields, and the water too,
As if you never would stop!
My life is a bore in this nasty pond;
And I long to go out in the world beyond:
I wish I could hop like you,"
Said the Duck to the Kangaroo.

What is the author's purpose in repeating "Said the Duck to the Kangaroo"?

A To create a refrain that frames each stanza as one conversation

B To show the Duck cannot remember

C To make the poem longer

D To prove the Kangaroo is not listening

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Published Texts & Mentor Texts

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 7 of 36 · Cluster 1 · Module 3 · slide 10 of 11

SLIDE 10 OF 11 ·

Show What You Know

 ~4 min

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

"Test on 'The Duck and the Kangaroo.'"

▶ Read text and question.

"Read all four choices."

▶ Choose privately.

ANSWER KEY: A.

CHECK FOR UNDERSTANDING

Choose by purpose.

RAISE THE THINKING

Why is each wrong?

The answer is A.

To create a refrain that frames each stanza as one conversation

A **Correct.**

The repeated line frames each stanza as part of one conversation.

To show the Duck cannot remember

B

The Duck remembers. It makes a new request each time.

To make the poem longer

C

The repetition gives structure, not length.

To prove the Kangaroo is not listening

D

The Kangaroo responds later.

The Writing Academy®, LLC

Grade 4 · Cluster 1 · Published Texts & Mentor Texts

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 7 of 36 · Cluster 1 · Module 3 · slide 11 of 11

SLIDE 11 OF 11 ·

The Answer, and Why

 ~4 min

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

"The answer is A."

▶ *Reveal reasons.*

"Each wrong choice does not match."

▶ *Write one sentence.*

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why A fits.

RAISE THE THINKING

Write a new question.