

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

Ordinary Objects Who Want Something More

from “The Nutcrackers and the Sugar-Tongs” by Edward Lear (1871)

Lear gives two kitchen tools the desire to ride horses across meadows. The gap between what they are (nutcrackers, sugar-tongs) and what they want (freedom, adventure) is what makes the poem work.

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

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SLIDE 1 OF 11 ·

Introduce the Week

 ~5 min

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

"This week we study ordinary objects who want something more."

▶ Show the cover. Read the TEKS wording aloud.

"Our mentor text is The Nutcrackers and the Sugar-Tongs."

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 1 Module 4 · “The Nutcrackers and the Sugar-Tongs” (Edward Lear, 1871) · tracking sheet · pencils

THE MENTOR TEXT

The Nutcrackers and the Sugar-Tongs · The Boasting Traveler (test)

CHECK FOR UNDERSTANDING

Ask what ordinary objects who want something more 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 Nutcrackers and the Sugar-Tongs

The Nutcrackers sate by a plate on the table;
The Sugar-tongs sate by a plate at his side;
And the Nutcrackers said, “Don’t you wish we were able
Along the blue hills and green meadows to ride?
Must we drag on this stupid existence forever,
So idle and weary, so full of remorse,
While every one else takes his pleasure, and never
Seems happy unless he is riding a horse?”

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.

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TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 8 of 36 · Cluster 1 · Module 4 · 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 notice the wanting."

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 wanting.

What do the Nutcrackers want? Why is that surprising?

They want to ride horses across meadows. That is surprising because they are kitchen tools stuck on a table.

I CAN | I can notice the wanting..

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TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 8 of 36 · Cluster 1 · Module 4 · 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 strongest 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 strongest line.

Which line best shows the gap between what they are and what they want?

A "The Nutcrackers sate by a plate" (their boring reality)

B "Along the blue hills and green meadows to ride" (their dream)

C "Must we drag on this stupid existence forever" (their frustration)

I CAN | I can choose the strongest line..

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TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 8 of 36 · Cluster 1 · Module 4 · 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 gap creates the poem."

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 gap creates the poem.

What would the poem lose if the speakers were children instead of kitchen tools?

Children wanting adventure is expected. Kitchen tools wanting adventure is absurd. The gap between what they ARE and what they WANT is where the humor and charm live.

I CAN | I can show how the gap creates the poem..

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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.

RAISE THE THINKING

What would change without it?

TODAY'S THINKING JOB

OWN

"I can own it. give an object a desire."

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. Give an object a desire.

Pick a household object. Give it a longing for something it can never have.

The umbrella sighed by the door, "I wish I could fly without the rain. Just once, I want to open up on a clear blue day."

I CAN | I can own it. give an object a desire..

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TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 8 of 36 · Cluster 1 · Module 4 · 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 gap."

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 gap.

Why is a frustrated Nutcracker funnier and more interesting than a frustrated person?

The reader does not expect a Nutcracker to have feelings. When it does, the surprise creates both humor and sympathy. The unexpected emotion is what makes it memorable.

I CAN | I can defend the gap..

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TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 8 of 36 · Cluster 1 · Module 4 · 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 about an object that wants something more.

Pick an object. Write at least four lines about what it wishes for.

Use what you learned this week about ordinary objects who want something more.
Write your own text that uses this craft move.

I CAN | I can use ordinary objects who want something more in my own writing.

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Grade 4 · Cluster 1 · Published Texts & Mentor Texts

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 8 of 36 · Cluster 1 · Module 4 · 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 They want to ride horses across meadows. That is surprising because they are kitchen tools stuck on a table.

CHOOSE C. “Must we drag on this stupid existence forever” (their frustration)

SHOW Children wanting adventure is expected. Kitchen tools wanting adventure is absurd. The gap between what they ARE and what they WANT is where the humor and charm live.

OWN Answers vary. One example: **The umbrella sighed by the door, “I wish I could fly without the rain. Just once, I want to open up on a clear blue day.”**

DEFEND The reader does not expect a Nutcracker to have feelings. When it does, the surprise creates both humor and sympathy. The unexpected emotion is what makes it memorable.

YOUR TURN Answers vary.

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Grade 4 · Cluster 1 · Published Texts & Mentor Texts

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 8 of 36 · Cluster 1 · Module 4 · slide 9 of 11

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 BOASTING TRAVELER" (AESOP (TRANS. TOWNSEND, 1867))

A man who had traveled in foreign lands boasted very much, on returning to his own country, of the many wonderful and heroic feats he had performed in the different places he had visited. Among other things, he said that when he was at Rhodes he had leaped to such a distance that no man of his day could leap anywhere near him. One of the bystanders interrupted him, saying: "Now, my good man, if this be all true there is no need of witnesses. Suppose this to be Rhodes, and leap for us."

What message does the author want the reader to learn?

A Traveling makes a person wiser

B It is wrong to be proud

C Actions prove the truth better than words

D Bystanders should not interrupt

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Grade 4 · Cluster 1 · Published Texts & Mentor Texts

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 8 of 36 · Cluster 1 · Module 4 · slide 10 of 11

SLIDE 10 OF 11 ·

Show What You Know

 ~4 min

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

"Test on 'The Boasting Traveler.'"

▶ Read text and question.

"Read all four choices."

▶ Choose privately.

ANSWER KEY: C.

CHECK FOR UNDERSTANDING

Choose by purpose.

RAISE THE THINKING

Why is each wrong?

The answer is C.

A **Traveling makes a person wiser**
Not about travel's value.

B **It is wrong to be proud**
Not about pride itself. About proof.

C **Actions prove the truth better than words**
Correct.
The bystander asks for proof. Actions prove truth.

D **Bystanders should not interrupt**
The interruption IS the lesson.

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Grade 4 · Cluster 1 · Published Texts & Mentor Texts

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

SLIDE 11 OF 11 ·

The Answer, and Why

 ~4 min

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

"The answer is C."

▶ *Reveal reasons.*

"Each wrong choice does not match."

▶ *Write one sentence.*

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why C fits.

RAISE THE THINKING

Write a new question.