

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 Narrator Who Speaks Directly to the Reader

from “The Elephant’s Child” by Rudyard Kipling (1902)

Kipling talks to the reader: “O Best Beloved.” Direct address makes the story feel like a conversation.

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 3 · Published Texts & Mentor Texts

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 15 of 36 · Cluster 3 · 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 narrator who speaks directly to the reader."

▶ Show the cover. Read the TEKS wording aloud.

"Our mentor text is The Elephant’s Child."

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 3 Module 3 · “The Elephant’s Child” (Rudyard Kipling, 1902) · tracking sheet · pencils

THE MENTOR TEXT

The Elephant’s Child · The Fox and the Goat (test)

CHECK FOR UNDERSTANDING

Ask what a narrator who speaks directly to the reader 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 Elephant's Child

Then Kolokolo Bird said, with a mournful cry, "Go to the banks of the great grey-green, greasy Limpopo River, all set about with fever-trees, and find out."

That very next morning, this 'satiabie Elephant's Child took a hundred pounds of bananas (the little short red kind), and a hundred pounds of sugar-cane (the long purple kind), and seventeen melons (the greeny-crackly kind), and said to all his dear families, "Goodbye. I am going to the great grey-green, greasy Limpopo River, all set about with fever-trees, to find out what the Crocodile has for dinner."

SOURCE · PUBLIC DOMAIN

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

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

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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 direct address."

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 direct address.

Find the words where the narrator speaks to you.

"O Best Beloved" and "O my Best Beloved." The narrator talks to the reader.

I CAN | I can notice the direct address..

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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 what direct address does."

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 what direct address does.

What effect does it have?

A Formal and distant

B Like a personal conversation

C Like a textbook

I CAN | I can choose what direct address does..

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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: B.

CHECK FOR UNDERSTANDING

Why is B strongest?

RAISE THE THINKING

What makes it stronger?

TODAY'S THINKING JOB

SHOW

"I can show how direct address 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 direct address works.

How would the story feel without it?

Without it, the story is a report. With it, the reader is invited into the circle.

I CAN | I can show how direct address works..

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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 with direct address."

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 with direct address.

Start a story speaking to the reader.

Listen close, dear reader. Once there was a fish who wanted to fly.

I CAN | I can own it. write with direct address..

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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 direct address."

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 direct address.

Why does Kipling speak to the reader?

He imitates an oral storyteller. It creates trust and warmth.

I CAN | I can defend direct address..

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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 story that speaks to the reader.

Address the reader at least twice.

Use what you learned this week about a narrator who speaks directly to the reader.

Write your own text that uses this craft move.

I CAN | I can use a narrator who speaks directly to the reader in my own writing.

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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.

PUBLISHED TEXTS

Answers, across the five thinking levels.

NOTICE “O Best Beloved” and “O my Best Beloved.” The narrator talks to the reader.

CHOOSE B. Like a personal conversation

SHOW Without it, the story is a report. With it, the reader is invited into the circle.

OWN Answers vary. One example: **Listen close, dear reader. Once there was a fish who wanted to fly.**

DEFEND He imitates an oral storyteller. It creates trust and warmth.

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 FOX AND THE GOAT" (AESOP (TRANS. TOWNSEND, 1867))

A Fox one day fell into a deep well and could find no means of escape. A Goat, overcome with thirst, came to the same well, and seeing the Fox, inquired if the water was good. Concealing his sad plight under a merry guise, the Fox indulged in a lavish praise of the water, saying it was excellent beyond measure, and encouraging him to descend. The Goat, mindful only of his thirst, thoughtlessly jumped down, but just as he drank, the Fox informed him of the difficulty they were both in.

What is the author's message about the Fox?

- A Foxes are smarter than goats
- B Do not trust advice from someone already in trouble
- C It is kind to share water
- D Wells are not safe for animals

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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 Goat.'"

▶ Read text and question.

"Read all four choices."

▶ Choose privately.

ANSWER KEY: B.

CHECK FOR UNDERSTANDING

Choose by purpose.

RAISE THE THINKING

Why is each wrong?

The answer is B.

A **Foxes are smarter than goats**
About trust, not intelligence.

B **Do not trust advice from someone already in trouble**
Correct.
The Fox hides his trouble and tricks the Goat.

C **It is kind to share water**
Not sharing. Tricking.

D **Wells are not safe for animals**
Not about well safety.

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The Answer, and Why

 ~4 min

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

"The answer is B."

▶ Reveal reasons.

"Each wrong choice does not match."

▶ Write one sentence.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why B fits.

RAISE THE THINKING

Write a new question.