

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 List That Builds Rhythm and Joy

from “How the Whale Got His Throat” by Rudyard Kipling (1902)

Rhyming pairs build musical momentum.

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 5 · Published Texts & Mentor Texts

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 21 of 36 · Cluster 5 · Module 1 · slide 1 of 11

SLIDE 1 OF 11 ·

Introduce the Week

 ~5 min

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

"This week we study a list that builds rhythm and joy."

▶ Show the cover. Read the TEKS wording aloud.

"Our mentor text is How the Whale Got His Throat."

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 5 Module 1 · “How the Whale Got His Throat” (Rudyard Kipling, 1902) · tracking sheet · pencils

THE MENTOR TEXT

How the Whale Got His Throat · The Traveler and His Dog (test)

CHECK FOR UNDERSTANDING

Ask what a list that builds rhythm and joy 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.

How the Whale Got His Throat

In the sea, once upon a time, O my Best Beloved, there was a Whale, and he ate fishes. He ate the starfish and the garfish, and the crab and the dab, and the plaice and the dace, and the skate and his mate, and the really truly twirly-whirly eel. All the fishes he could find in all the sea he ate with his mouth—so! Till at last there was only one small fish left in all the sea, and he was a small 'Stute Fish, and he swam a little behind the Whale's right ear, so as to be out of harm's way.

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 list."

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 list.

Write the fish names. What pattern?

Starfish/garfish, crab/dab, plaice/dace, skate/mate, twirly-whirly eel. Each pair rhymes.

I CAN | I can notice the list..

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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 the best pair."

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 best pair.

Which is most fun to say?

A crab and dab (short)

B plaice and dace (smooth)

C really truly twirly-whirly eel (grand finale)

I CAN | I can choose the best pair..

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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: 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 list builds."

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 list builds.

How does the list create excitement?

Each pair is quick. Then the twirly-whirly eel is the longest, silliest entry. Like a drumroll ending in a cymbal crash.

I CAN | I can show how the list builds..

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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 a building list."

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 a building list.

Five things. Build to a big finish.

She packed the socks and the rocks, the pens and the hens, and the enormous polka-dotted umbrella.

I CAN | I can own it. write a building list..

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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 the list."

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 list.

Why is a long list better than "He ate many fish"?

A summary is forgettable. The list is singable.

I CAN | I can defend the list..

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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 sentence with a building list.

End with the biggest, funniest item.

Use what you learned this week about a list that builds rhythm and joy.

Write your own text that uses this craft move.

I CAN | I can use a list that builds rhythm and joy 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 Starfish/garfish, crab/dab, plaice/dace, skate/mate, twirly-whirly eel. Each pair rhymes.

CHOOSE C. really truly twirly-whirly eel (grand finale)

SHOW Each pair is quick. Then the twirly-whirly eel is the longest, silliest entry. Like a drumroll ending in a cymbal crash.

OWN Answers vary. One example: **She packed the socks and the rocks, the pens and the hens, and the enormous polka-dotted umbrella.**

DEFEND A summary is forgettable. The list is singable.

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 TRAVELER AND HIS DOG" (AESOP (TRANS. TOWNSEND, 1867))

A Traveler about to set out on a journey saw his Dog stand at the door stretching himself. He asked him sharply: "Why do you stand there gaping? Everything is ready but you, so come with me instantly." The Dog, wagging his tail, replied: "O, master! I am quite ready; it is you for whom I am waiting."

What is the author's message?

- A** Dogs are always ready
- B** It is rude to speak sharply
- C** Travelers should leave dogs at home
- D** People often blame others for delays they cause themselves

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Show What You Know

 ~4 min

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

"Test on 'The Traveler and His Dog.'"

▶ Read text and question.

"Read all four choices."

▶ Choose privately.

ANSWER KEY: D.

CHECK FOR UNDERSTANDING

Choose by purpose.

RAISE THE THINKING

Why is each wrong?

The answer is D.

- A** **Dogs are always ready**
Uses animals for human behavior.
- B** **It is rude to speak sharply**
About blame, not manners.
- C** **Travelers should leave dogs at home**
Not about travel logistics.
- D** **People often blame others for delays they cause themselves**
Correct.
The Dog is ready. The Traveler is the one delaying.

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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.

RAISE THE THINKING

Write a new question.