

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

Color Words Stacked for Comic Effect

from “How the Leopard Got His Spots” by Rudyard Kipling (1902)

“Sandy-yellow-brownish” five times. Each time funnier.

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 24 of 36 · Cluster 5 · Module 4 · slide 1 of 11

SLIDE 1 OF 11 ·

Introduce the Week

 ~5 min

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

"This week we study color words stacked for comic effect."

▶ Show the cover. Read the TEKS wording aloud.

"Our mentor text is How the Leopard Got His Spots."

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 5 Module 4 · “How the Leopard Got His Spots” (Rudyard Kipling, 1902) · tracking sheet · pencils

THE MENTOR TEXT

How the Leopard Got His Spots · The Eagle and His Captor (test)

CHECK FOR UNDERSTANDING

Ask what color words stacked for comic effect 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 Leopard Got His Spots

In the days when everybody started fair, Best Beloved, the Leopard lived on a sandy-yellow-brownish place called the High Veldt. He was a sandy-yellow-brownish animal, and he matched the sandy-yellow-brownish colour of the place. The Giraffe and the Zebra and the Eland and the Koodoo lived there too; and they were sandy-yellow-brownish all over; but the Leopard was the most sandiest-yellowest-brownest of them all.

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 stacking."

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 stacking.

How many times? Why?

Five times. Each repetition is sillier. Builds anticipation.

I CAN | I can notice the stacking..

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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 funniest version."

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 funniest version.

Which is funniest?

A A sandy-yellow-brownish place (first)

B Sandy-yellow-brownish all over (animals too)

C The most sandiest-yellowest-brownest (superlative pile-up)

I CAN | I can choose the funniest version..

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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 stacking creates humor."

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 stacking creates humor.

Why five times, not once?

Once is a description. Five times is a joke. Each repetition adds absurdity.

I CAN | I can show how stacking creates humor..

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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. stack a description."

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. Stack a description.

One silly adjective. Three uses, each more extreme.

The pudding was wibbly. The table was wibbly-wobbly. The dining room was the most wibblast-wobbliest in the kingdom.

I CAN | I can own it. stack a description..

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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 stacking."

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 stacking.

Why repeat the same compound instead of different words?

Different words describe. The same words describe the joke. The repetition IS the humor.

I CAN | I can defend stacking..

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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 paragraph that stacks a description.

Pick a detail. Repeat it more extremely.

Use what you learned this week about color words stacked for comic effect.

Write your own text that uses this craft move.

I CAN | I can use color words stacked for comic effect 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.

Answers, across the five thinking levels.

NOTICE Five times. Each repetition is sillier. Builds anticipation.

CHOOSE C. The most sandiest-yellowest-brownest (superlative pile-up)

SHOW Once is a description. Five times is a joke. Each repetition adds absurdity.

OWN Answers vary. One example: **The pudding was wibbly. The table was wibbly-wobbly. The dining room was the most wibblist-wobbliest in the kingdom.**

DEFEND Different words describe. The same words describe the joke. The repetition IS the humor.

YOUR TURN Answers vary.

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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 EAGLE AND HIS CAPTOR" (AESOP (TRANS. TOWNSEND, 1867))

An Eagle was once captured by a man, who immediately clipped his wings and put him into his poultry-yard with the other birds, at which treatment the Eagle was weighed down with grief. Later, another neighbor purchased him and allowed his feathers to grow again. The Eagle took flight, and pouncing upon a hare, brought it at once as an offering to his benefactor.

What is the message about the Eagle's gift?

- A Eagles are better at finding food
- B The first owner was richer
- C Gratitude leads us to repay those who help us
- D Clipping wings is good for a bird

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Show What You Know

 ~4 min

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

"Test on 'The Eagle and His Captor.'"

▶ 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** **Eagles are better at finding food**
Not about hunting ability.
- B** **The first owner was richer**
Nothing about wealth.
- C** **Gratitude leads us to repay those who help us**
Correct.
The Eagle repays the second owner. Gratitude follows naturally.
- D** **Clipping wings is good for a bird**
Clipping caused grief.

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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.