

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

Wordplay That Teaches Courtesy

from "If a pig wore a wig" by Christina Rossetti (1872)

Rhyme (wig/pig, fail/tail) plus a lesson about courtesy.

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 7 · Published Texts & Mentor Texts

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 32 of 36 · Cluster 7 · 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 wordplay that teaches courtesy."

▶ Show the cover. Read the TEKS wording aloud.

"Our mentor text is If a pig wore a wig."

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 7 Module 4 · "If a pig wore a wig" (Christina Rossetti, 1872) · tracking sheet · pencils

THE MENTOR TEXT

If a pig wore a wig · Growing in the vale (test)

CHECK FOR UNDERSTANDING

Ask what wordplay that teaches courtesy 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.

If a pig wore a wig

If a pig wore a wig,
What could we say?
Treat him as a gentleman,
And say “Good day.”
If his tail chanced to fail,
What could we do?—
Send him to the tailorress
To get one new.

SOURCE · PUBLIC DOMAIN

From *Sing-Song* by Christina Rossetti (public domain, Project Gutenberg #76703)

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 wordplay."

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 wordplay.

Find two rhyming pairs that create humor.

pig/wig and fail/tail. Each creates a silly image.

I CAN | I can notice the wordplay..

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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 cleverest wordplay."

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 cleverest wordplay.

Which does the most work?

A pig wore a wig (setup)

B tail chanced to fail (double meaning)

C tailoress (pun on tail/tailor)

I CAN | I can choose the cleverest wordplay..

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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 wordplay delivers a lesson."

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 wordplay delivers a lesson.

How does silliness help the reader remember?

The reader remembers the pig in a wig. Attached to that image is the rule: be polite.

I CAN | I can show how wordplay delivers a lesson..

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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 wordplay with a lesson."

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 wordplay with a lesson.

Four lines, rhyme or puns, teach something.

**If a bear had no hair, / would you point and stare? / No, you'd fetch him a hat /
and say, "There. Wear that."**

I CAN | I can own it. write wordplay with a lesson..

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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 wordplay."

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 wordplay.

Why does a silly poem teach courtesy better than a rule?

A rule says be polite. The poem shows what polite looks like.

I CAN | I can defend wordplay..

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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 short poem with wordplay and a lesson.

Rhyme or puns.

**Use what you learned this week about wordplay that teaches
courtesy.**

Write your own text that uses this craft move.

I CAN | I can use wordplay that teaches courtesy 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 pig/wig and fail/tail. Each creates a silly image.

CHOOSE C. tailoress (pun on tail/tailor)

SHOW The reader remembers the pig in a wig. Attached to that image is the rule: be polite.

OWN Answers vary. One example: **If a bear had no hair, / would you point and stare? / No, you'd fetch him a hat / and say, "There. Wear that."**

DEFEND A rule says be polite. The poem shows what polite looks like.

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 "GROWING IN THE VALE" (CHRISTINA ROSSETTI)

**Growing in the vale
By the uplands hilly,
Growing straight and frail,
Lady Daffadowndilly.**

**In a golden crown,
And a scant green gown
While the spring blows chilly,
Lady Daffadown,
Sweet Daffadowndilly.**

What is the purpose of calling the daffodil "Lady Daffadowndilly"?

- A** To teach the scientific name
- B** The poet does not know the real name
- C** To give the flower a character name that makes it feel like a person
- D** To make the poem harder to read

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Show What You Know

 ~4 min

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

"Test on 'Growing in the vale.'"

▶ 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 To teach the scientific name
Not a scientific name.

B The poet does not know the real name
A craft choice, not ignorance.

C To give the flower a character name that makes it feel like a person
Correct.
The name turns the flower into a character with a crown and gown.

D To make the poem harder to read
Playful, not confusing.

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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.