

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

Flexibility Beats Stubbornness

from “The Oak and the Reeds” (Aesop, 1867)

Some fables teach through a contrast between two characters who face the same challenge differently. The Oak stands rigid and is destroyed by the wind. The Reeds bend and survive. The contrast IS the lesson. This week we study how two different responses to the same force teach the message.

This deck teaches **author craft and composition** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 · Prepare Cluster · 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 flexibility beats stubbornness.”

▶ Show the cover. Read the TEKS wording aloud.

“Our mentor text is The Oak and the Reeds.”

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Prepare Cluster Module 2 · “The Oak and the Reeds” (Aesop, trans. Townsend, 1867) · tracking sheet · pencils

THE MENTOR TEXT

The Oak and the Reeds · The Thief and the Housedog (test)

CHECK FOR UNDERSTANDING

Ask what flexibility beats stubbornness means.

RAISE THE THINKING

Ask how this differs from last week.

Read the published fable.

This is the whole fable. Read it, then read it again. Watch for the contrast between the Oak and the Reeds.

The Oak and the Reeds

A VERY LARGE OAK was uprooted by the wind and thrown across a stream. It fell among some Reeds, which it thus addressed: “I wonder how you, who are so light and weak, are not entirely crushed by these strong winds.” They replied, “You fight and contend with the wind, and consequently you are destroyed; while we on the contrary bend before the least breath of air, and therefore remain unbroken, and escape.”

Stoop to conquer.

SOURCE · PUBLIC DOMAIN

From Aesop’s Fables, translated by George Fyler Townsend, published 1867 (public domain)

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

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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.

COMMON MISCONCEPTION

Confusing a detail with the craft.

RPLD EVIDENCE & ADVICE

Keep it joyful.

RAISE THE THINKING

What did you notice?

TODAY'S THINKING JOB

NOTICE

"I can notice the contrast between the Oak and the Reeds."

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 contrast.

Find what the Oak does and what the Reeds do. How are they different?

Oak: **"fight and contend with the wind"** → **destroyed**
Reeds: **"bend before the least breath"** → **unbroken**

I CAN | I can notice the contrast between the two characters' responses.

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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.

RPLD EVIDENCE & ADVICE

Foundational level.

RAISE THE THINKING

What do you feel?

TODAY'S THINKING JOB

CHOOSE

"I can choose the real message."

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 message.

What lesson does the contrast teach?

A Flexibility and humility survive what rigidity cannot.

B "A very large Oak was uprooted by the wind."

C "I wonder how you are not entirely crushed."

I CAN | I can choose the message the contrast proves.

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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: A.

CHECK FOR UNDERSTANDING

Why is A strongest?

RPLD EVIDENCE & ADVICE

Developing level.

RAISE THE THINKING

What makes it stronger?

TODAY'S THINKING JOB

SHOW

"I can show how the contrast proves the message."

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 contrast works.

The Oak was strong. The Reeds were weak. Yet the Reeds survived. How does that reversal prove the message?

The Oak was **large and strong** but is **destroyed**.
The Reeds were **light and weak** but **remain unbroken**. Strength lost; flexibility won.

I CAN | I can show how the reversal of expectations proves the 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.

RPLD EVIDENCE & ADVICE

Independent level.

RAISE THE THINKING

What would change without it?

TODAY'S THINKING JOB

OWN

"I can write a contrast that teaches 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. Try the craft move.

Write two characters who face the same challenge differently. Let the outcome teach the lesson.

A tall fence stood straight against the storm and cracked in half. A vine growing beside it bent flat to the ground and sprang back up when the storm passed. The vine said:

I CAN | I can write two contrasting responses that prove a message.

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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.

RPLD EVIDENCE & ADVICE

Advanced level.

RAISE THE THINKING

Where did you use it?

TODAY'S THINKING JOB

DEFEND

"I can defend why contrast is stronger than telling."

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 author's choice.

The author could have written "Be flexible." Why does the Oak-vs-Reeds contrast work better?

**"Be flexible" (told)
vs. Oak destroyed, Reeds survive (shown). Which one makes the reader believe?**

I CAN | I can defend why showing two contrasting outcomes is stronger than stating the lesson.

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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.

RPLD EVIDENCE & ADVICE

Reflective level.

RAISE THE THINKING

Name another text with this move.

Write your own contrast fable.

Choose two characters who face the same challenge. Let one be rigid and one be flexible. Show the outcome, then let the flexible one speak the lesson.

**Choose two characters facing the same challenge.
One is rigid, one is flexible.
Show the outcome, then let the survivor speak the lesson.**

I CAN | I can write my own fable where contrasting responses teach the message.

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**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.

RPLD EVIDENCE & ADVICE

Independent practice.

RAISE THE THINKING

Check your move.

Answers, across the five thinking levels.

NOTICE The Oak **fight**s the wind and is destroyed. The Reeds **bend** and survive. The contrast IS the lesson.

CHOOSE A. Flexibility survives what rigidity cannot. B and C are story details.

SHOW The reader expects the strong Oak to win. When it loses, the reversal proves that flexibility, not strength, is what saves you.

OWN Answers vary. One example: The vine said, “**You stood tall and proud, but the storm was taller. I bowed, and the storm passed over me.**”

DEFEND Saying “be flexible” is forgettable. Watching the Oak lose and the Reeds win makes the reader feel the lesson. The contrast is the proof.

YOUR TURN Answers vary. One example: A stiff branch snapped under the snow. A willow branch drooped to the ground and bounced back when the snow melted.

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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.

RPLD EVIDENCE & ADVICE

OWN turns into DEFEND.

RAISE THE THINKING

What would change?

READ THIS PASSAGE EXCERPT · FROM “THE THIEF AND THE HOUSEDOG” (AESOP, TRANS. TOWNSEND, 1867)

“A Thief came in the night to break into a house. He brought with him several slices of meat in order to pacify the Housedog. As the Thief threw him the pieces of meat, the Dog said, ‘If you think to stop my mouth, you will be greatly mistaken. This sudden kindness at your hands will only make me more watchful, lest under these unexpected favours to myself, you have some private ends to accomplish for your own benefit, and for my master’s injury.’”

What message does the author want the reader to learn?

A Sudden kindness from a stranger may hide a selfish purpose.

B Dogs should never accept food from strangers.

C Thieves always carry meat with them.

D Housedogs are the smartest animals.

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Show What You Know

 ~4 min

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

“Test on ‘The Thief and the Housedog.’”

▶ Read text and question.

“Read all four choices.”

▶ Choose privately.

ANSWER KEY: A.

CHECK FOR UNDERSTANDING

Choose by purpose.

RPLD EVIDENCE & ADVICE

DEFEND in action.

RAISE THE THINKING

Why is each wrong?

The answer is A.

Sudden kindness from a stranger may hide a selfish purpose.

A **Correct.**

The Dog sees through the bribe. The meat is not a gift; it is a tool. The author teaches that unexpected generosity from someone you do not know should make you cautious, not grateful.

Dogs should never accept food from strangers.

B The story uses a dog to make a point about people. The message is about suspicious kindness, not about feeding dogs.

Thieves always carry meat with them.

C The meat is a story detail. The message is about why sudden kindness should raise suspicion.

Housedogs are the smartest animals.

D The Dog is wise in this story, but the message is about recognizing hidden motives, not about ranking animals.

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The Answer, and Why

 ~4 min

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

"The answer is A."

▶ Reveal reasons.

"Each wrong choice does not match."

▶ Write one sentence.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why A fits.

RPLD EVIDENCE & ADVICE

Highest DEFEND move.

RAISE THE THINKING

Write a new question.