

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

Dialogue That Reveals the Theme (central idea)

from “The Rose and the Amaranth” by Aesop (trans. George Fyler Townsend) (1867)

The Rose speaks the lesson aloud. Lasting value matters more than brief beauty.

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 2 · 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 dialogue that reveals the theme (central idea)."

▶ Show the cover. Read the TEKS wording aloud.

"Our mentor text is The Rose and the Amaranth."

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 2 Module 2 · “The Rose and the Amaranth” (Aesop (trans. George Fyler Townsend), 1867) · tracking sheet · pencils

THE MENTOR TEXT

The Rose and the Amaranth · The Dog in the Manger (test)

CHECK FOR UNDERSTANDING

Ask what dialogue that reveals the theme (central idea) 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 Rose and the Amaranth

An Amaranth planted in a garden near a Rose-Tree, thus addressed it: “What a lovely flower is the Rose, a favourite alike with Gods and with men. I envy you your beauty and your perfume.” The Rose replied, “I indeed, dear Amaranth, flourish but for a brief season! If no cruel hand pluck me from my stem, yet I must perish by an early doom. But thou art immortal and dost never fade, but bloomest for ever in renewed youth.”

SOURCE · PUBLIC DOMAIN

From Three Hundred Aesop's Fables (public domain, Project Gutenberg #21)

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 dialogue."

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 dialogue.

What does the Amaranth say? What does the Rose say?

The Amaranth envies the Rose's beauty. The Rose says beauty fades, but the Amaranth lasts forever.

I CAN | I can notice the dialogue..

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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 theme (central idea) line."

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 theme (central idea) line.

Which line states the lesson?

A "What a lovely flower is the Rose" (compliment)

B "I must perish by an early doom" (cost)

C "Thou art immortal and dost never fade" (lasting value)

I CAN | I can choose the theme (central idea) line..

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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 dialogue delivers the theme."

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 dialogue delivers the theme.

Why is it more powerful when the Rose says the lesson?

When the Rose admits its own weakness, the reader believes it. A narrator would feel like a lecture.

I CAN | I can show how dialogue delivers the theme..

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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 dialogue that teaches."

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 dialogue that teaches.

Two objects or animals. One teaches the other.

"I wish I could soar like you," said the Stream. "And I wish I could nourish a garden," replied the Cloud.

I CAN | I can own it. write a dialogue that teaches..

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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 dialogue."

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 dialogue.

Why is a conversation stronger than a narrator's statement?

A conversation feels real. The reader overhears it and draws the conclusion.

I CAN | I can defend dialogue..

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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 fable where dialogue delivers the lesson.

Two things have a conversation.

Use what you learned this week about dialogue that reveals the theme (central idea).

Write your own text that uses this craft move.

I CAN | I can use dialogue that reveals the theme (central idea) 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 The Amaranth envies the Rose's beauty. The Rose says beauty fades, but the Amaranth lasts forever.

CHOOSE C. "Thou art immortal and dost never fade" (lasting value)

SHOW When the Rose admits its own weakness, the reader believes it. A narrator would feel like a lecture.

OWN Answers vary. One example: "I wish I could soar like you," said the Stream. "And I wish I could nourish a garden," replied the Cloud.

DEFEND A conversation feels real. The reader overhears it and draws the conclusion.

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 DOG IN THE MANGER” (AESOP (TRANS. TOWNSEND, 1867))

A Dog lay in a manger, and by his growling and snapping prevented the oxen from eating the hay which had been placed for them. “What a selfish Dog!” said one of them to his companions; “he cannot eat the hay himself, and yet refuses to allow those to eat who can.”

What is the author’s message?

- A** Dogs should not be near farm animals
- B** Oxen are too polite to fight back
- C** Hay is not food for dogs
- D** It is wrong to prevent others from enjoying what you cannot use

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Show What You Know

 ~4 min

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

"Test on 'The Dog in the Manger.'"

▶ 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 should not be near farm animals**
Not farm management advice.

B **Oxen are too polite to fight back**
The ox does speak up.

C **Hay is not food for dogs**
About selfishness, not diet.

D **It is wrong to prevent others from enjoying what you cannot use**
Correct.
The Dog cannot eat hay but stops others. Do not block others from what you cannot use.

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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.