

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 Punchline That Delivers the Lesson

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

The whole fable builds toward one final line.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 4 · Cluster 2 · Published Texts & Mentor Texts

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 12 of 36 · Cluster 2 · 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 a punchline that delivers the lesson."

▶ Show the cover. Read the TEKS wording aloud.

"Our mentor text is The Eagle and the Jackdaw."

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 2 Module 4 · “The Eagle and the Jackdaw” (Aesop (trans. George Fyler Townsend), 1867) · tracking sheet · pencils

THE MENTOR TEXT

The Eagle and the Jackdaw · The Cat and the Birds (test)

CHECK FOR UNDERSTANDING

Ask what a punchline that delivers the lesson 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 Eagle and the Jackdaw

An Eagle, flying down from his perch on a lofty rock, seized upon a lamb and carried him aloft in his talons. A Jackdaw, who witnessed the capture of the lamb, was stirred with envy and determined to emulate the strength and flight of the Eagle. He flew around with a great whirl of his wings and settled upon a large ram, with the intention of carrying him off, but his claws became entangled in the ram's fleece and he was not able to release himself. The shepherd, seeing what had happened, ran up and caught him. He at once clipped the Jackdaw's wings, and taking him home at night, gave him to his children. On their saying, "Father, what kind of bird is it?" he replied, "To my certain knowledge he is a Daw; but he would like you to think an Eagle."

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.

The Writing Academy®, LLC

Grade 4 · Cluster 2 · Published Texts & Mentor Texts

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 12 of 36 · Cluster 2 · Module 4 · slide 2 of 11

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.

RAISE THE THINKING

What did you notice?

TODAY'S THINKING JOB

NOTICE

"I can notice the punchline."

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 punchline.

Which line delivers the lesson?

"To my certain knowledge he is a Daw; but he would like you to think an Eagle."

I CAN | I can notice the punchline..

The Writing Academy®, LLC

Grade 4 · Cluster 2 · Published Texts & Mentor Texts · Monday

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 12 of 36 · Cluster 2 · Module 4 · slide 3 of 11

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.

RAISE THE THINKING

What do you feel?

TODAY'S THINKING JOB

CHOOSE

"I can choose what makes the punchline work."

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 what makes the punchline work.

Why does the final line feel satisfying?

- A** It is funny (the gap between what the Jackdaw is and what it pretends)
- B** The shepherd speaks (authority)
- C** The children asked (curiosity)

I CAN | I can choose what makes the punchline work..

The Writing Academy®, LLC

Grade 4 · Cluster 2 · Published Texts & Mentor Texts · Tuesday

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 12 of 36 · Cluster 2 · Module 4 · slide 4 of 11

SLIDE 4 OF 11 ·

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?

RAISE THE THINKING

What makes it stronger?

TODAY'S THINKING JOB

SHOW

"I can show how setup earns the punchline."

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 setup earns the punchline.

How does the story build to that line?

Eagle succeeds. Jackdaw fails. Each step makes the final line funnier.

I CAN | I can show how setup earns the punchline..

The Writing Academy®, LLC

Grade 4 · Cluster 2 · Published Texts & Mentor Texts · Wednesday

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 12 of 36 · Cluster 2 · Module 4 · slide 5 of 11

SLIDE 5 OF 11 ·

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 punchline fable."

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 punchline fable.

Build to one final sentence that delivers the lesson.

**A Sparrow watched a Parrot and tried to repeat words. Out came only chirps.
The owner said, "He has the voice of a Sparrow, but the ambition of a
professor."**

I CAN | I can own it. write a punchline fable..

The Writing Academy®, LLC

Grade 4 · Cluster 2 · Published Texts & Mentor Texts · Thursday

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 12 of 36 · Cluster 2 · Module 4 · slide 6 of 11

SLIDE 6 OF 11 ·

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 punchline."

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 punchline.

Why is saving the lesson for the last line stronger?

If the lesson came first, the story would just be an example. Saving it makes the reader earn it.

I CAN | I can defend the punchline..

The Writing Academy®, LLC

Grade 4 · Cluster 2 · Published Texts & Mentor Texts · Friday

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 12 of 36 · Cluster 2 · Module 4 · slide 7 of 11

SLIDE 7 OF 11 ·

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 story with a punchline.

Build a short story. The last line delivers the lesson.

Use what you learned this week about a punchline that delivers the lesson.

Write your own text that uses this craft move.

I CAN | I can use a punchline that delivers the lesson in my own writing.

The Writing Academy®, LLC

Grade 4 · Cluster 2 · Published Texts & Mentor Texts

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 12 of 36 · Cluster 2 · Module 4 · slide 8 of 11

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.

RAISE THE THINKING

Check your move.

PUBLISHED TEXTS

Answers, across the five thinking levels.

NOTICE “To my certain knowledge he is a Daw; but he would like you to think an Eagle.”

CHOOSE **A.** It is funny (the gap between what the Jackdaw is and what it pretends)

SHOW Eagle succeeds. Jackdaw fails. Each step makes the final line funnier.

OWN Answers vary. One example: **A Sparrow watched a Parrot and tried to repeat words. Out came only chirps. The owner said, “He has the voice of a Sparrow, but the ambition of a professor.”**

DEFEND If the lesson came first, the story would just be an example. Saving it makes the reader earn it.

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?

PUBLISHED TEXTS

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

A Cat, hearing that the Birds in a certain aviary were ailing dressed himself up as a physician, and, taking his cane and a bag of instruments becoming his profession, went to call on them. He knocked at the door and inquired of the inmates how they all did, saying that if they were ill, he would be happy to prescribe for them and cure them. They replied, “We are all very well, and shall continue so, if you will only be good enough to go away, and leave us as we are.”

What is the author’s message?

- A** Birds should never trust visitors
- B** Recognizing a trick is the best protection
- C** Cats are better doctors
- D** It is rude to turn visitors away

The Writing Academy®, LLC

Grade 4 · Cluster 2 · Published Texts & Mentor Texts

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 12 of 36 · Cluster 2 · Module 4 · slide 10 of 11

SLIDE 10 OF 11 ·

Show What You Know

 ~4 min

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

"Test on 'The Cat and the Birds.'"

▶ Read text and question.

"Read all four choices."

▶ Choose privately.

ANSWER KEY: B.

CHECK FOR UNDERSTANDING

Choose by purpose.

RAISE THE THINKING

Why is each wrong?

The answer is B.

A **Birds should never trust visitors**
Not about trusting no one. About spotting tricks.

B **Recognizing a trick is the best protection**
Correct.
The Birds see through the Cat's disguise.

C **Cats are better doctors**
The Cat is not a real doctor.

D **It is rude to turn visitors away**
The Birds are smart, not rude.

The Writing Academy®, LLC

Grade 4 · Cluster 2 · Published Texts & Mentor Texts

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 12 of 36 · Cluster 2 · Module 4 · slide 11 of 11

SLIDE 11 OF 11 ·

The Answer, and Why

 ~4 min

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

"The answer is B."

▶ Reveal reasons.

"Each wrong choice does not match."

▶ Write one sentence.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why B fits.

RAISE THE THINKING

Write a new question.