

## 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 Short Fable Where Every Word Counts

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

Three sentences, one complete lesson. Nothing is wasted.

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 3 · Published Texts &amp; Mentor Texts

TEKS 4.10(A) · 4.12(A) · Published Texts &amp; Mentor Texts · Grade 4 · Week 14 of 36 · Cluster 3 · Module 2 · slide 1 of 11

## SLIDE 1 OF 11 ·

## Introduce the Week

 ~5 min

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

**"This week we study a short fable where every word counts."**

▶ Show the cover. Read the TEKS wording aloud.

**"Our mentor text is The Boy and the Nettles."**

▶ Preview the five thinking levels.

**PREP & MATERIALS:** slide deck for Cluster 3 Module 2 · “The Boy and the Nettles” (Aesop (trans. George Fyler Townsend), 1867) · tracking sheet · pencils

## THE MENTOR TEXT

The Boy and the Nettles · The Viper and the File (test)

## CHECK FOR UNDERSTANDING

Ask what a short fable where every word counts 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 Boy and the Nettle

A Boy was stung by a Nettle. He ran home and told his Mother, saying, “Although it hurts me very much, I only touched it gently.” “That was just why it stung you,” said his Mother. “The next time you touch a Nettle, grasp it boldly, and it will be soft as silk to your hand, and not in the least hurt you.”

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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## 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 economy."

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 economy.

How many sentences? What does each do?

**Three. Problem, cause, lesson. Nothing extra.**

**I CAN** | I can notice the economy..

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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.

RAISE THE THINKING

What do you feel?

TODAY'S THINKING JOB

# CHOOSE

"I can choose the most important sentence."

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 most important sentence.

Which one could the fable not survive without?

- A** The complaint (problem)
- B** The explanation (cause)
- C** The advice (solution)

**I CAN** | I can choose the most important sentence..

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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:** C.

### CHECK FOR UNDERSTANDING

Why is C strongest?

### RAISE THE THINKING

What makes it stronger?

TODAY'S THINKING JOB

# SHOW

"I can show how brevity works."

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 brevity works.

Why is this fable stronger short?

**A longer version would dilute the lesson. The three-sentence structure hits like a proverb.**

**I CAN** | I can show how brevity works..

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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 three-sentence 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 three-sentence fable.

Three sentences: problem, cause, lesson.

**A child whispered and no one heard. "Speak louder," said the teacher. "If you want to be heard, say it like you mean it."**

**I CAN** | I can own it. write a three-sentence fable..

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### 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 brevity."

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 brevity.

Why is the moral stronger after a three-sentence story?

**The short story proves the moral in action. The reader sees the gentle touch fail.**

**I CAN** | I can defend brevity..

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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 the shortest fable you can.**

Three to five sentences. Every word counts.

**Use what you learned this week about a short fable where every word counts.**

**Write your own text that uses this craft move.**

**I CAN** | I can use a short fable where every word counts in my own writing.

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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.

**RAISE THE THINKING**

Check your move.

Answers, across the five thinking levels.

**NOTICE** Three. Problem, cause, lesson. Nothing extra.

**CHOOSE** C. The advice (solution)

**SHOW** A longer version would dilute the lesson. The three-sentence structure hits like a proverb.

**OWN** Answers vary. One example: **A child whispered and no one heard. “Speak louder,” said the teacher. “If you want to be heard, say it like you mean it.”**

**DEFEND** The short story proves the moral in action. The reader sees the gentle touch fail.

**YOUR TURN** Answers vary.

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## 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 “THE VIPER AND THE FILE” (AESOP (TRANS. TOWNSEND, 1867))

**A Viper, entering the workshop of a smith, sought from the tools the means of satisfying his hunger. He more particularly addressed himself to a File, and asked of him the favour of a meal. The File replied, “You must indeed be a simple-minded fellow if you expect to get anything from me, who am accustomed to take from everyone, and never to give anything in return.”**

What message does the File’s reply teach?

- A Vipers should not enter workshops
- B Files are the strongest tools
- C It is foolish to expect generosity from someone who only takes
- D Hunger makes animals act strangely

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SLIDE 10 OF 11 ·

Show What You Know

 ~4 min

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

**"Test on 'The Viper and the File.'"**

▶ 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** **Vipers should not enter workshops**  
Not about workshops.
- B** **Files are the strongest tools**  
Not comparing tools.
- C** **It is foolish to expect generosity from someone who only takes**  
**Correct.**  
The File only takes and never gives. Know who will and will not help.
- D** **Hunger makes animals act strangely**  
About expectations, not hunger.

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SLIDE 11 OF 11 ·

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.