

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 Character Who Speaks the Lesson Directly

from “The Horse and Groom” by Aesop (trans. George Fyler Townsend) (1867)

The Horse names the problem out loud.

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 4 · Published Texts & Mentor Texts

TEKS 4.10(A) · 4.12(A) · Published Texts & Mentor Texts · Grade 4 · Week 17 of 36 · Cluster 4 · Module 1 · slide 1 of 11

SLIDE 1 OF 11 ·

Introduce the Week

 ~5 min

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

"This week we study a character who speaks the lesson directly."

▶ Show the cover. Read the TEKS wording aloud.

"Our mentor text is The Horse and Groom."

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 4 Module 1 · “The Horse and Groom” (Aesop (trans. George Fyler Townsend), 1867) · tracking sheet · pencils

THE MENTOR TEXT

The Horse and Groom · The Crow and the Sheep (test)

CHECK FOR UNDERSTANDING

Ask what a character who speaks the lesson directly 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 Horse and Groom

A Groom used to spend whole days in currycombing and rubbing down his Horse, but at the same time stole his oats and sold them for his own profit. “Alas!” said the Horse, “if you really wish me to be in good condition, you should groom me less, and feed me more.”

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 horse's words."

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 Horse's words.

What lesson is in the Horse's words?

Groom me less, feed me more. Real care means giving what is truly needed.

I CAN | I can notice the horse's words..

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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 strongest part."

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 strongest part.

Which words carry the lesson?

A "Alas!" (complaint)

B "groom me less, and feed me more" (lesson)

C "if you really wish me" (condition)

I CAN | I can choose the strongest part..

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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: B.

CHECK FOR UNDERSTANDING

Why is B strongest?

RAISE THE THINKING

What makes it stronger?

TODAY'S THINKING JOB

SHOW

"I can show how direct speech 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 direct speech works.

Why does the Horse saying it work better than a narrator?

The reader hears frustration and truth together. A narrator would be distant.

I CAN | I can show how direct speech works..

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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. let a character speak the 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. Let a character speak the lesson.

An animal or object says what is wrong.

"You water my leaves every hour," said the plant, "but you never open the curtains. I need light, not a flood."

I CAN | I can own it. let a character speak the 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 direct speech."

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 direct speech.

Why is the Horse's voice stronger than a summary?

The reader remembers the voice, not the summary.

I CAN | I can defend direct speech..

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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 scene where the character states the lesson.

One clear sentence.

Use what you learned this week about a character who speaks the lesson directly.
Write your own text that uses this craft move.

I CAN | I can use a character who speaks the lesson directly 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 Groom me less, feed me more. Real care means giving what is truly needed.

CHOOSE B. “groom me less, and feed me more” (lesson)

SHOW The reader hears frustration and truth together. A narrator would be distant.

OWN Answers vary. One example: “**You water my leaves every hour,**” said the plant, “**but you never open the curtains. I need light, not a flood.**”

DEFEND The reader remembers the voice, not the summary.

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 CROW AND THE SHEEP” (AESOP (TRANS. TOWNSEND, 1867))

A troublesome Crow seated herself on the back of a Sheep. The Sheep, much against his will, carried her backward and forward for a long time, and at last said, “If you had treated a dog in this way, you would have had your deserts from his sharp teeth.” To this the Crow replied, “I despise the weak and yield to the strong. I know whom I may bully and whom I must flatter; and I thus prolong my life to a good old age.”

What does the Crow’s reply reveal?

- A She is afraid of all animals
- B She deliberately takes advantage of those who will not fight back
- C She wants to help the Sheep
- D She does not know the difference

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Show What You Know

 ~4 min

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

"Test on 'The Crow and the Sheep.'"

▶ 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 She is afraid of all animals
Not afraid of all. Yields to the strong.

B Correct.
The Crow admits she bullies the weak and flatters the strong.

C She wants to help the Sheep
No interest in helping.

D She does not know the difference
She knows exactly.

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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.