

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 Concrete Image That Explains an Abstract Idea

from “The Two Bags” by Aesop (trans. George Fyler Townsend) (1867)

Two bags, one in front, one behind. The image does the explaining.

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

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SLIDE 1 OF 11 ·

Introduce the Week

 ~5 min

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

"This week we study a concrete image that explains an abstract idea."

▶ Show the cover. Read the TEKS wording aloud.

"Our mentor text is The Two Bags."

▶ Preview the five thinking levels.

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

THE MENTOR TEXT

The Two Bags · The Buffoon and the Countryman (test)

CHECK FOR UNDERSTANDING

Ask what a concrete image that explains an abstract 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 Two Bags

Every man, according to an ancient legend, is born into the world with two bags suspended from his neck—a large bag in front full of his neighbors’ faults, and a large bag behind filled with his own faults. Hence it is that men are quick to see the faults of others, and yet are often blind to their own failings.

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 image."

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 image.

What are the two bags? Where is each?

Front bag: neighbors' faults (easy to see). Back bag: own faults (hidden from you).

I CAN | I can notice the image..

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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 what makes the image 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 image work.

Why does position matter?

A Front bags are heavier

B You can see front but not behind

C People carry bags everywhere

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

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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 the image explains."

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 image explains.

How does the bag image improve a plain statement?

The bags let you picture it. Once you imagine front and behind, you understand WHY.

I CAN | I can show how the image explains..

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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. create an image for an abstract idea."

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. Create an image for an abstract idea.

Pick an abstract idea. Invent a concrete image.

Patience is a seed buried in winter dirt. You cannot see it growing, but one morning a sprout appears.

I CAN | I can own it. create an image for an abstract idea..

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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 the image."

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 image.

Why is the two-bags image more memorable than a rule?

A rule says "look at your own faults." The bags show WHY you do not.

I CAN | I can defend the image..

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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 short fable using a concrete image.

An image that explains an abstract idea.

Use what you learned this week about a concrete image that explains an abstract idea.

Write your own text that uses this craft move.

I CAN | I can use a concrete image that explains an abstract 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.

PUBLISHED TEXTS

Answers, across the five thinking levels.

NOTICE Front bag: neighbors' faults (easy to see). Back bag: own faults (hidden from you).

CHOOSE B. You can see front but not behind

SHOW The bags let you picture it. Once you imagine front and behind, you understand WHY.

OWN Answers vary. One example: **Patience is a seed buried in winter dirt. You cannot see it growing, but one morning a sprout appears.**

DEFEND A rule says "look at your own faults." The bags show WHY you do not.

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?

READ THIS PASSAGE EXCERPT · FROM "THE BUFFOON AND THE COUNTRYMAN" (AESOP (TRANS. TOWNSEND, 1867))

A rich nobleman once opened the theaters without charge to the people, and gave a public notice that he would handsomely reward any person who invented a new amusement for the occasion. Various public performers contended for the prize. Among them came a Buffoon well known among the populace for his jokes, and said that he had a kind of entertainment which had never been brought out on any stage before.

What is the author's purpose in setting up this contest?

A To create a situation where appearance and reality will be tested

B To show noblemen are generous

C To explain ancient theaters

D To list entertainer types

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Show What You Know

 ~4 min

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

"Test on 'The Buffoon and the Countryman.'"

▶ Read text and question.

"Read all four choices."

▶ Choose privately.

ANSWER KEY: A.

CHECK FOR UNDERSTANDING

Choose by purpose.

RAISE THE THINKING

Why is each wrong?

The answer is A.

To create a situation where appearance and reality will be tested

A **Correct.**

The contest tests appearance vs. reality.

B **To show noblemen are generous**

The nobleman is just setting.

C **To explain ancient theaters**

Not a history lesson.

D **To list entertainer types**

Not a catalogue.

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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.

RAISE THE THINKING

Write a new question.