

PUBLISHED TEXTS

EXACT TEKS WORDING (FROM TEA)

“explain the author’s purpose and message within a text”

“compose literary texts, including personal narratives and poetry, using genre characteristics and craft”

WHAT DOES THIS MEAN TO ME?

Published texts are real stories 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 story teaches.

When I study what an author did, I can try that same craft in my own writing.

THIS WEEK’S FOCUS

An Action That Proves the Message

from “The Boy and the Filberts” (Aesop, 1867)

Some fables prove the message through an action. The boy grabs too many filberts and cannot pull his hand out of the pitcher. The stuck hand IS the lesson. This week we notice how an action can teach better than words alone.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PUBLISHED TEXTS

Read the published fable.

This is the whole fable. Read it, then read it again. Watch for the action that proves the message.

The Boy and the Filberts

A BOY put his hand into a pitcher full of filberts. He grasped as many as he could possibly hold, but when he tried to pull out his hand, he was prevented from doing so by the neck of the pitcher. Unwilling to lose his filberts, and yet unable to withdraw his hand, he burst into tears and bitterly lamented his disappointment. A bystander said to him,

“Be satisfied with half the quantity, and you will readily draw out your hand.”

Do not attempt too much at once.

SOURCE • PUBLIC DOMAIN

From Aesop’s Fables, translated by George Fyler Townsend, published 1867 (public domain)

I CAN | I can read a published fable and notice the action that proves the author’s message.

PUBLISHED TEXTS

TODAY'S THINKING JOB

NOTICE

“I can notice the action that proves the message.”

EXACT TEKS WORDING

“explain the author’s purpose and message within a text”

“compose literary texts, including personal narratives and poetry, using genre characteristics and craft”

Notice the action.

Find the moment where the boy’s hand gets stuck. That action IS the message.

“He grasped as many as he could possibly hold,”
“but when he tried to pull out his hand, he was prevented from doing so by the neck of the pitcher.”

I CAN | I can notice the action that proves the author’s message.



PUBLISHED TEXTS

TODAY'S THINKING JOB

CHOOSE

“I can choose the real message the action proves.”

EXACT TEKS WORDING

“explain the author’s purpose and message within a text”

“compose literary texts, including personal narratives and poetry, using genre characteristics and craft”

Choose the message.

The boy’s hand is stuck. What is the author really teaching?

A “A Boy put his hand into a pitcher full of filberts.”

B Do not attempt too much at once.

C “He burst into tears and bitterly lamented his disappointment.”

I CAN | I can choose the real message the action proves.



TODAY'S THINKING JOB

SHOW

“I can show how the stuck hand proves the message.”

EXACT TEKS WORDING

“explain the author’s purpose and message within a text”

“compose literary texts, including personal narratives and poetry, using genre characteristics and craft”

Show how the action proves the message.

The boy grabbed too many filberts. How does that stuck hand prove the moral?

“He grasped **as many as he could possibly hold,”**

“Be satisfied with **half the quantity, and you will readily draw out your hand.”**

I CAN | I can explain how the action proves the author’s message.



PUBLISHED TEXTS

TODAY'S THINKING JOB

OWN

“I can write an action that proves a message.”

EXACT TEKS WORDING

“explain the author’s purpose and message within a text”

“compose literary texts, including personal narratives and poetry, using genre characteristics and craft”

Own it. Try the craft move.

Write an action that proves a message, the way the stuck hand proved the moral.

A girl tried to carry all her library books home at once. She stacked them so high she could not see where she was walking, and they all tumbled to the ground. A friend said:

I CAN | I can write an action that proves a message through what happens.



PUBLISHED TEXTS

TODAY'S THINKING JOB

DEFEND

"I can defend why the action teaches better than words alone."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts, including personal narratives and poetry, using genre characteristics and craft"

Defend the author's choice.

The bystander could have just said the moral first. Why does the stuck hand make the message land?

"Be satisfied with half the quantity, and you will readily draw out your hand."

The boy felt the lesson in his own hand before he heard the words. Why does feeling the lesson first make it stick?



I can defend why the action proves the message better than words alone.



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Write your own fable with an action.

Choose a character who tries to take or do too much. Show the action that proves the lesson, then let someone state the moral.

Choose a character who tries to take or do too much.

Show the action that proves the lesson.

End with someone stating the moral the action already proved.

I CAN | I can write my own story where an action proves the message.



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Answers, across the five thinking levels.

NOTICE The boy's hand got stuck because **he grasped as many as he could possibly hold**. The stuck hand IS the message in action.

CHOOSE B. Do not attempt too much at once. B and C are details from the story. The moral is the lesson the action proves.

SHOW Grabbing too many filberts is the problem. Taking half would free his hand. The contrast between too many and half proves the moral.

OWN Answers vary. One example: The friend said, **“Take two trips and you will get them all home safely.”**

DEFEND The boy felt the lesson in his stuck hand before anyone spoke. Feeling the truth is stronger than hearing it. The action makes the moral undeniable.

YOUR TURN Answers vary. One example: A squirrel tried to carry ten acorns in his cheeks. They all fell out. His mother said, **“Take a few at a time and you will save them all.”**



PUBLISHED TEXTS

READ THIS PASSAGE EXCERPT • FROM “THE MISER” (AESOP, TRANS. TOWNSEND, 1867)

“A Miser sold all that he had and bought a lump of gold, which he buried in a hole in the ground by the side of an old wall and went to look at daily. One of his workmen observed his frequent visits to the spot and decided to watch his movements. He soon discovered the secret of the hidden treasure, and digging down, came to the lump of gold, and stole it. The Miser, on his next visit, found the hole empty and began to make loud lamentations. A neighbor said, ‘Go and take a stone, and place it in the hole, and fancy that the gold is still lying there. It will do you quite the same service; for when the gold was there, you had it not, as you did not make the slightest use of it.’”

What message does the author want the reader to learn?

- A** Gold should always be buried for safety.
- B** Neighbors give the best advice.
- C** Something you never use is worth no more than a stone.
- D** Workmen should not watch their masters.



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The answer is C.

A Gold should always be buried for safety.

The story shows the opposite. Burying the gold did not keep it safe. It was stolen.

B Neighbors give the best advice.

The neighbor gives good advice, but the message is about the gold, not about who gives advice.

C Something you never use is worth no more than a stone.

Correct.

The Miser never spent or used the gold. The neighbor's words prove that hoarding something without using it gives it no real value.

D Workmen should not watch their masters.

The workman's watching is a detail. The message is about the value of things you never use.

