

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

A Result That Surprises

from “The Fisherman Piping” (Aesop, 1867)

Some fables end with a surprise that teaches the lesson. The Fisherman plays music expecting fish to dance into his net. They do not. When he uses a plain net instead, the fish leap and dance on the rock. The surprise IS the message.

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 surprise at the end.

The Fisherman Piping

A FISHERMAN skilled in music took his flute and his nets to the seashore. Standing on a projecting rock, he played several tunes in the hope that the fish, attracted by his melody, would of their own accord dance into his net, which he had placed below. At last, having long waited in vain, he laid aside his flute, and casting his net into the sea, made an excellent haul of fish.

When he saw them leaping about in the net upon the rock he said:

“O you most perverse creatures, when I piped you would not dance, but now that I have ceased you do so merrily.”

SOURCE • PUBLIC DOMAIN

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

I CAN | I can read a published text and notice the author's craft move.

PUBLISHED TEXTS

TODAY'S THINKING JOB

NOTICE

"I can notice the surprise that reveals 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 surprise.

Find the moment where the result is the opposite of what the Fisherman expected.

"When I piped you **would not dance,**"
"but now that I have ceased **you do so merrily.**"

I CAN | I can notice the surprise that reveals the message.



PUBLISHED TEXTS

TODAY'S THINKING JOB

CHOOSE

“I can choose the real message behind the surprise.”

EXACT TEKS WORDING

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

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Choose the message.

What is the author really teaching through this surprise?

A The right tool works better than a clever trick.

B “A Fisherman skilled in music took his flute and his nets to the seashore.”

C “He played several tunes in the hope that the fish would dance into his net.”

I CAN | I can choose the real message behind the surprise.



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TODAY'S THINKING JOB

SHOW

“I can show how the surprise 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 surprise proves the message.

The music failed. The net worked. How does that contrast prove the lesson?

“Having long waited **in vain” (the music failed)**
“Made an excellent **haul of fish” (the net worked)**

I CAN | I can show how the contrast between expectation and result proves the message.



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TODAY'S THINKING JOB

OWN

“I can write a surprise ending that teaches a lesson.”

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 the surprise ending. Show what fails, then what works.

A student spent an hour decorating the cover of her report. When the teacher graded it, she got a low mark. Her friend, who spent that hour writing, got the highest score. The student said:

I CAN | I can write a surprise ending that teaches a lesson.



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TODAY'S THINKING JOB

DEFEND

"I can defend why the surprise ending makes the message stronger."

EXACT TEKS WORDING

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

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Defend the author's choice.

The author could have just said the moral. Why does the surprise make it land?

"When I piped you would not dance, but now that I have ceased you do so merrily."

The reader expects the music to work. The surprise teaches the lesson. Why?

I CAN

I can defend why a surprise ending makes the message stronger than a stated moral.



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Write your own fable with a surprise.

Choose a character who tries a clever trick. Show it failing. Then show a simple method working. End with the character saying what the surprise taught.

Choose a character who tries a clever trick.

Show the trick failing.

Show a simple method *working* instead.

End with the character speaking the lesson.

I CAN | I can write my own story where a surprise ending teaches the lesson.



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Answers, across the five thinking levels.

NOTICE “When I piped you would not dance, but now that I have ceased you do so merrily.” The Fisherman expected music to work, but the plain net caught the fish.

CHOOSE **A.** The right tool works better than a clever trick. The other choices are story details.

SHOW The music (the clever trick) failed completely. The net (the right tool) succeeded. The contrast between the two proves the message.

OWN Answers vary. One example: The student said, “**A plain report with good writing beats a pretty cover with nothing inside.**”

DEFEND The reader expects the music to work, just like the Fisherman did. When it fails, the surprise feels personal. The reader learns the lesson by feeling the same letdown.

YOUR TURN Answers vary. One example: A boy tried to attract butterflies by wearing a bright costume. None came. When he planted flowers, the garden filled with butterflies. “**Give them what they need, not what you think looks clever.**”

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READ THIS PASSAGE EXCERPT • FROM “THE GOATHERD AND THE WILD GOATS” (AESOP, TRANS. TOWNSEND, 1867)

“He gave his own goats just sufficient food to keep them alive, but fed the strangers more abundantly in the hope of enticing them to stay with him. When the thaw set in, the Wild Goats scampered away. One of them said to him, ‘If you yesterday treated us better than the Goats you have had so long, it is plain also that if others came after us, you would in the same manner prefer them to ourselves.’”

What message does the author want the reader to learn?

- A** Do not neglect old friends in favor of new ones.
- B** Wild goats are faster than farm goats.
- C** Feeding animals more food makes them stay.
- D** Snow always brings new animals to the farm.



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The answer is A.

Do not neglect old friends in favor of new ones.

Correct.

A

The Goatherd fed the strangers better than his own goats. The Wild Goats saw that he would treat the next newcomers the same way. The author teaches that neglecting old friends to win new ones costs you both.

Wild goats are faster than farm goats.

B

Speed is not the point. The Wild Goats left because of the Goatherd's loyalty problem, not because they were fast.

Feeding animals more food makes them stay.

C

The story shows the opposite. The extra food did not keep the Wild Goats. They saw through the trick.

Snow always brings new animals to the farm.

D

The snow is the setting, not the message. The lesson is about loyalty, not weather.

