

# 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 Short Fable, A Big Question**

from “The Astronomer” (Aesop, 1867)

Some fables end with a question that IS the lesson. The neighbor asks the Astronomer why he cannot see what is on earth while looking at the sky. The question stays with the reader. This week we notice how an ending question can carry the whole message.

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

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**



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## Read the published fable.

This is the whole fable. Read it, then read it again. Listen for the question at the end.

### The Astronomer

AN ASTRONOMER used to go out at night to observe the stars. One evening, as he wandered through the suburbs with his whole attention fixed on the sky, he fell accidentally into a deep well. While he lamented and bewailed his sores and bruises, and cried loudly for help, a neighbor ran to the well, and learning what had happened said:

“Hark ye, old fellow, why, in striving to pry into what is in heaven, do you not manage to see what is on earth?”

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.

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## TODAY'S THINKING JOB

## NOTICE

"I can notice the question that carries the 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"*

## Notice the ending question.

Find the question the neighbor asks. What lesson does it teach?

**"Why, in striving to pry into what is in **heaven**,"**  
**"do you not manage to see what is on **earth**?"**

**I CAN** | I can notice a question that carries the whole lesson.



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## TODAY'S THINKING JOB

# CHOOSE

**“I can choose the real 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”*

## Choose the message.

What is the neighbor really teaching?

**A** “An Astronomer used to go out at night.”

**B** Pay attention to what is right in front of you.

**C** “He fell accidentally into a deep well.”

**I CAN** | I can choose the message behind the ending question.



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## TODAY'S THINKING JOB

# SHOW

**“I can show how the question 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 question works.

The neighbor does not tell the Astronomer the lesson. He asks a question. How does that prove the point?

**Heaven (far away, not useful right now)**

**Earth (right here, where the well is). The question makes the Astronomer answer himself.**

**I CAN** | I can show how an ending question makes the character and reader think.



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## TODAY'S THINKING JOB

# OWN

**“I can write an ending question that teaches.”**

### 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 question a wise character asks at the end.

**A student spent all night studying for the wrong test. A classmate said:**

**I CAN** | I can write a question that makes the listener see the lesson.



## PUBLISHED TEXTS

## TODAY'S THINKING JOB

## DEFEND

**“I can defend why a question is stronger than a statement.”**

## 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 neighbor could have said the lesson. Why does a question work better?

**“Why do you not manage to see what is on earth?”**

**A question makes the Astronomer find the answer himself. Why is that stronger?**

**I CAN**

I can defend why an ending question teaches better than a statement.



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**Write your own fable with an ending question.**

Choose a character who focuses on the wrong thing. Let a wise character ask one question that makes the lesson clear.

**Choose a character who focuses on the wrong thing.  
Let a wise character ask one question.  
The question IS the lesson.**

**I CAN** | I can write my own fable where one question teaches the lesson.



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Answers, across the five thinking levels.

**NOTICE** “Why, in striving to pry into what is in heaven, do you not manage to see what is on earth?” The question IS the lesson.

**CHOOSE** B. Pay attention to what is in front of you. B and C are story details.

**SHOW** The Astronomer watched the sky while the well was at his feet. The question forces him to see the gap between looking far away and missing what is close.

**OWN** Answers vary. One example: The classmate said, “If you studied so hard, why didn’t you check which test was tomorrow?”

**DEFEND** A statement gives the answer. A question makes the listener find the answer themselves. The lesson sticks because the listener does the thinking.

**YOUR TURN** Answers vary. One example: A boy practiced catching far throws but kept dropping the ball when it was tossed gently. His coach said, “If you can catch one from across the field, why can’t you catch one from right here?”

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READ THIS POEM · FROM “FERRY ME ACROSS THE WATER” BY CHRISTINA ROSSETTI (1872)

**“Ferry me across the water,  
Do, boatman, do.”  
“If you’ve a penny in your purse**

**I’ll ferry you.”  
“I have a penny in my purse,  
And my eyes are blue;**

**So ferry me across the water,  
Do, boatman, do.”**

**Why does the child mention “my eyes are blue” when asking for a ride?**

- A** To show the child’s innocence and charm, not just the penny.
- B** To explain what color eyes the child has.
- C** To prove the child is telling the truth about the penny.
- D** To describe what the boatman looks like.



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## The answer is A.

**To show the child's innocence and charm, not just the penny.**

**Correct.**

**A**

The penny is practical. The blue eyes are personal and sweet. The child offers both money and charm, which shows innocence. The detail makes the poem warm.

**B**

**To explain what color eyes the child has.**

Eye color is a detail, but its purpose is charm, not description.

**C**

**To prove the child is telling the truth about the penny.**

Blue eyes do not prove anything about a penny. The detail adds personality, not proof.

**D**

**To describe what the boatman looks like.**

The blue eyes belong to the child, not the boatman.

