

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 Short Fable Where Every Word Counts

from “The Boy and the Nettles” by Aesop (trans. George Fyler Townsend) (1867)

Three sentences, one complete lesson. Nothing is wasted.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PUBLISHED TEXTS

Read the published text.

Read it, then read it again. Notice the craft move the author uses.

The Boy and the Nettles

A Boy was stung by a Nettle. He ran home and told his Mother, saying, “Although it hurts me very much, I only touched it gently.” “That was just why it stung you,” said his Mother. “The next time you touch a Nettle, grasp it boldly, and it will be soft as silk to your hand, and not in the least hurt you.”

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.



PUBLISHED TEXTS

TODAY'S THINKING JOB

NOTICE

"I can notice the economy."

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 economy.

How many sentences? What does each do?

Three. Problem, cause, lesson. Nothing extra.

I CAN | I can notice the economy..



PUBLISHED TEXTS

TODAY'S THINKING JOB

CHOOSE

“I can choose the most important sentence.”

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 most important sentence.

Which one could the fable not survive without?

- A** The complaint (problem)
- B** The explanation (cause)
- C** The advice (solution)

I CAN | I can choose the most important sentence..



PUBLISHED TEXTS

TODAY'S THINKING JOB

SHOW

“I can show how brevity 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 brevity works.

Why is this fable stronger short?

A longer version would dilute the lesson. The three-sentence structure hits like a proverb.

I CAN | I can show how brevity works..



PUBLISHED TEXTS

TODAY'S THINKING JOB

OWN

“I can own it. write a three-sentence fable.”

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. Write a three-sentence fable.

Three sentences: problem, cause, lesson.

A child whispered and no one heard. “Speak louder,” said the teacher. “If you want to be heard, say it like you mean it.”

I CAN | I can own it. write a three-sentence fable..



PUBLISHED TEXTS

TODAY'S THINKING JOB

DEFEND

"I can defend brevity."

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 brevity.

Why is the moral stronger after a three-sentence story?

The short story proves the moral in action. The reader sees the gentle touch fail.

I CAN | I can defend brevity..



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Write the shortest fable you can.

Three to five sentences. Every word counts.

**Use what you learned this week about a short fable where
every word counts.**

Write your own text that uses this craft move.

I CAN | I can use a short fable where every word counts in my own writing.



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Answers, across the five thinking levels.

NOTICE Three. Problem, cause, lesson. Nothing extra.

CHOOSE C. The advice (solution)

SHOW A longer version would dilute the lesson. The three-sentence structure hits like a proverb.

OWN Answers vary. One example: **A child whispered and no one heard. “Speak louder,” said the teacher. “If you want to be heard, say it like you mean it.”**

DEFEND The short story proves the moral in action. The reader sees the gentle touch fail.

YOUR TURN Answers vary.



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READ THIS PASSAGE EXCERPT · FROM “THE VIPER AND THE FILE” (AESOP (TRANS. TOWNSEND, 1867))

A Viper, entering the workshop of a smith, sought from the tools the means of satisfying his hunger. He more particularly addressed himself to a File, and asked of him the favour of a meal. The File replied, “You must indeed be a simple-minded fellow if you expect to get anything from me, who am accustomed to take from everyone, and never to give anything in return.”

What message does the File’s reply teach?

- A** Vipers should not enter workshops
- B** Files are the strongest tools
- C** It is foolish to expect generosity from someone who only takes
- D** Hunger makes animals act strangely



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The answer is C.

A **Vipers should not enter workshops**
Not about workshops.

B **Files are the strongest tools**
Not comparing tools.

C **Correct.**
The File only takes and never gives. Know who will and will not help.

D **Hunger makes animals act strangely**
About expectations, not hunger.

