

PUBLISHED TEXTS

EXACT TEKS WORDING (FROM TEA)

*“explain the author’s purpose and message within a text”**“compose literary texts such as personal narratives, fiction, 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

The Villain Delivers the Lesson

from “The Wolf and the Crane” (Aesop, trans. George Fyler Townsend, 1867)

Sometimes the author lets the wrong-doer speak the lesson. The Wolf’s answer is unfair, but it teaches the reader a truth about dealing with the wicked. This week we read a published fable, notice how the villain’s words carry the message, and try that craft move in our own writing.

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

NOTICE · CHOOSE · SHOW · OWN · DEFEND

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Grade 5 · Prepare Cluster · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 1 of 36 · Prepare Cluster · Module 1 · slide 1 of 11

TEACHER SAYS & DOES · SLIDE 1 OF 11 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

"This week we study a published fable where the author uses a specific craft move. Watch for how the author delivers the message."

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

"Our mentor text is “The Wolf and the Crane” from the same collection. We will learn that craft move and try it in our own writing."

▶ Point to the five thinking levels. Preview the week: we NOTICE, CHOOSE, SHOW, OWN, then DEFEND.

PREP & MATERIALS: the Published Texts and Mentor Texts slide deck for Prepare Cluster Module 1 · a class copy of “The Wolf and the Crane” (Aesop, trans. George Fyler Townsend, 1867, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from “The Wolf and the Crane” (main text) and “The Boy Hunting Locusts” (test item)

CHECK FOR UNDERSTANDING

Ask a student to say what the craft move is, in their own words.

RAISE THE THINKING

Ask a student how this craft move makes the reader feel differently than if the message were simply stated.

Read the published text.

Read it aloud slowly. Watch for the craft move the author uses.

The Wolf and the Crane

A Wolf who had a bone stuck in his throat hired a Crane, for a large sum, to put her head into his mouth and draw out the bone. When the Crane had extracted the bone and demanded the promised payment, the Wolf, grinning and grinding his teeth, exclaimed: “Why, you have surely already had a sufficient recompense, in having been permitted to draw out your head in safety from the mouth and jaws of a wolf.”

SOURCE

Aesop, trans. George Fyler Townsend, 1867 (Project Gutenberg #21, public domain)

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 ~6 min

Read the Published Text

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

"This is our published mentor text. It is “The Wolf and the Crane” from Aesop."

▶ Read the source line aloud. Then read the text aloud twice, slowly. The second time, invite students to read along.

"As you listen, watch for the sentence or moment where the author delivers the message. Do not call it out yet. Just notice it."

▶ After reading, point to the key sentence. Ask students to read it once together. Do not explain it fully yet.

"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: The message is found in the key sentence. The author uses the villain delivers the lesson to deliver it.

CHECK FOR UNDERSTANDING

Ask a student to point to the exact sentence where the author states or shows the message.

COMMON MISCONCEPTION

Students may confuse a detail with the message. A detail tells what happens. The message tells what the reader should learn.

RPLD EVIDENCE & ADVICE

This slide is the read the published text moment. Keep it joyful. Do not turn the fable into a worksheet.

RAISE THE THINKING

Ask a student what they notice about where the author placed the message.

TODAY'S THINKING JOB

NOTICE

"I can notice the message in the villain's own words."

EXACT TEKS WORDING

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

"compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft"

Notice the message.

Read the fable. Find the sentence where the Wolf states the lesson.

"Why, you have surely already had a sufficient recompense, in having been permitted to draw out your head in safety from the mouth and jaws of a wolf."

I CAN | I can notice the message in the villain's own words.

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Grade 5 · Prepare Cluster · Published Texts & Mentor Texts · Monday

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TEACHER SAYS & DOES · SLIDE 3 OF 11 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice the message in the villain's own words."

▶ Read the I can statement aloud, then the task on the slide: Notice the message. Read the fable. Find the sentence where the Wolf states the lesson.

"Look at the text on the slide. Think about what the author is doing and why."

▶ Give think time, then have students write their answer on the NOTICE row of the tracking sheet.

ANSWER KEY: The Wolf says the Crane should be thankful she got her head back safely. The author teaches that when you help the wicked, do not expect a reward.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer in their own words.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about notice the message. Keep the demand at this level.

RAISE THE THINKING

Ask a student to connect this answer to a text they have read before.

TODAY'S THINKING JOB

CHOOSE

"I can choose the sentence that best states the author's message."

EXACT TEKS WORDING

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

"compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft"

Choose the message.

Which sentence best states the author's message? Use the story to decide.

A A Wolf had a bone stuck in his throat and hired a Crane.

B In serving the wicked, expect no reward, and be thankful if you escape without injury.

C The Crane put her head into the Wolf's mouth.

I CAN | I can choose the sentence that best states the author's message.

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Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is **CHOOSE**. I can choose the sentence that best states the author's message."

▶ Read the I can statement aloud, then the task on the slide: Choose the message. Which sentence best states the author's message? Use the story to decide.

"Look at the text on the slide. Think about what the author is doing and why."

▶ Give think time, then have students write their answer on the **CHOOSE** row of the tracking sheet.

ANSWER KEY: B. Choices A and C tell what happens. The message is the lesson about dealing with the wicked.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer in their own words.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choose the message. Keep the demand at this level.

RAISE THE THINKING

Ask a student to connect this answer to a text they have read before.

TODAY'S THINKING JOB

SHOW

"I can show how the story proves the message."

EXACT TEKS WORDING

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

"compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft"

Show how the story proves the message.

How does the Wolf's response to the Crane prove the author's message?

The Crane risked her life to help. The Wolf refused to pay and said she should feel lucky to be alive. That proves the lesson about helping the wicked.

I CAN | I can explain how the story's details lead to the author's message.

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TEACHER SAYS & DOES · SLIDE 5 OF 11 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can show how the story proves the message."

▶ Read the I can statement aloud, then the task on the slide: Show how the story proves the message. How does the Wolf's response to the Crane prove the author's message?

"Look at the text on the slide. Think about what the author is doing and why."

▶ Give think time, then have students write their answer on the **SHOW** row of the tracking sheet.

ANSWER KEY: The Crane helped the Wolf at great risk. The Wolf refused to pay and said her survival was reward enough. Those details prove the message: helping the wicked earns no thanks.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer in their own words.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about show how the story proves the message. Keep the demand at this level.

RAISE THE THINKING

Ask a student to connect this answer to a text they have read before.

TODAY'S THINKING JOB

OWN

"I can write a villain's response that carries the lesson."

EXACT TEKS WORDING

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

"compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft"

Own it. Try the craft move.

Read the practice story. Write what the villain says to deliver the message.

A mouse helped a cat untangle herself from a net. The cat stretched, yawned, and looked at the mouse.

I CAN | I can write a villain's response that carries the lesson.

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Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write a villain's response that carries the lesson."

▶ Read the I can statement aloud, then the task on the slide: Own it. Try the craft move. Read the practice story. Write what the villain says to deliver the message.

"Look at the text on the slide. Think about what the author is doing and why."

▶ Give think time, then have students write their answer on the OWN row of the tracking sheet.

ANSWER KEY: Answers vary. One example: "You should count yourself lucky that I let you walk away after standing so close to my claws."

CHECK FOR UNDERSTANDING

Ask a student to explain their answer in their own words.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about own it. try the craft move. Keep the demand at this level.

RAISE THE THINKING

Ask a student to connect this answer to a text they have read before.

TODAY'S THINKING JOB

DEFEND

"I can defend why the author lets the villain deliver the message."

EXACT TEKS WORDING

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

"compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft"

Defend the author's choice.

Why is the lesson stronger when the Wolf says it instead of the narrator?

The Wolf's words are unfair, but they teach a truth. Why does hearing the villain speak the lesson make the message hit harder?

I CAN | I can defend why the author lets the villain deliver the message.

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TEACHER SAYS & DOES · SLIDE 7 OF 11 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can defend why the author lets the villain deliver the message."

▶ Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why is the lesson stronger when the Wolf says it instead of the narrator?

"Look at the text on the slide. Think about what the author is doing and why."

▶ Have students write a because statement on the DEFEND row, then share two strong answers.

ANSWER KEY: When the villain says the lesson, the reader feels the injustice. The Wolf's words prove the message by showing it in action. A narrator's summary would not feel as real.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer in their own words.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defend the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to connect this answer to a text they have read before.

Write your own fable where the villain delivers the lesson.

Choose a character who does something unfair. Let that character speak the lesson in one sentence.

**Choose a character who does something unfair.
Show what happens to the one who helped.
End with one sentence where the villain speaks the lesson.**

I CAN | I can write my own story and use the craft move we studied all week.

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Independent Practice · YOUR TURN

 ~6 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to write like the author of the text."

▶ Read the Your Turn task: Write your own fable where the villain delivers the lesson. Choose a character who does something unfair. Let that character speak the lesson in one sentence. Students work independently on the tracking sheet.

"Use the craft move we studied all week. Make it your own."

▶ Give three to four minutes of independent writing time. Share two or three strong examples.

CHECK FOR UNDERSTANDING

Scan for the craft move in student writing.

RAISE THE THINKING

Ask a student to read their work and name the craft move they used.

Answers, across the five thinking levels.

NOTICE The Wolf says the Crane should be grateful she got her head back safely. That sentence carries the author's lesson about helping the wicked.

CHOOSE B. The other choices describe what happens. The message is the lesson about expecting nothing when serving the wicked.

SHOW The Crane risked her life to help and got nothing in return. The Wolf's refusal to pay proves the message.

OWN Answers vary. One example: **"You should count yourself lucky that I let you walk away after standing so close to my claws."**

DEFEND When the villain says the lesson, the reader feels the injustice directly. The Wolf's words prove the message by living it.

YOUR TURN Answers vary. One example: A bird pulled a thorn from a snake's side. The snake hissed, **"Be glad I was too tired to strike. That is the only thanks you will ever get from me."**

TEACHER SAYS & DOES · SLIDE 9 OF 11 ·

Answers

 ~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let us look at the answers together."

▶ Walk through each answer. For *NOTICE*, *CHOOSE*, and *SHOW*, have a student read the answer aloud. For *OWN* and *DEFEND*, share two or three student examples.

CHECK FOR UNDERSTANDING

Ask a student which level stretched their thinking the most.

READ THIS PASSAGE EXCERPT · FROM “THE BOY HUNTING LOCUSTS” (AESOP, TRANS. TOWNSEND, 1867)

“A Boy was hunting for locusts. He had caught a goodly number, when he saw a Scorpion, and mistaking him for a locust, reached out his hand to take him. The Scorpion, showing his sting, said: ‘If you had but touched me, my friend, you would have lost me, and all your locusts too!’”

What message does the author want the reader to learn?

- A** Boys should not hunt for locusts.
- B** Scorpions are more valuable than locusts.
- C** Look carefully at what you are reaching for, or you may lose everything.
- D** Scorpions and locusts look the same.

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TEACHER SAYS & DOES · SLIDE 10 OF 11 ·

Show What You Know

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now read a new text on your own. This is “The Boy Hunting Locusts” from Aesop, trans. Townsend, 1867.”

▶ *Read the passage aloud once. Then give students time to read it again silently and choose their answer.*

“Choose the best answer and circle it on the tracking sheet. Then write why you chose it on the back.”

▶ *Give two minutes, then move to slide 11.*

CHECK FOR UNDERSTANDING

Ask a student to share their answer and their reasoning.

The answer is C.

A Boys should not hunt for locusts.
The story is not about hunting locusts. It is about the danger of reaching for something without looking carefully.

B Scorpions are more valuable than locusts.
The story does not compare value. It warns about the danger of not looking before you reach.

C Look carefully at what you are reaching for, or you may lose everything.
Correct.
The Boy almost grabbed a Scorpion because he did not look closely. The author teaches that not paying attention can cost you more than you expect.

D Scorpions and locusts look the same.
The boy confused them, but the message is about being careful, not about how insects look.

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The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is C."

▶ Read each choice. Explain why the correct answer is right and why each wrong answer is wrong.

"This is the kind of thinking the state test asks for. You practiced it all week."

CHECK FOR UNDERSTANDING

Ask a student to say in their own words why the correct answer is best.