

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 Character Admits the Lesson

from "The Dog and the Oyster" (Aesop, trans. George Fyler Townsend, 1867)

Sometimes the one who makes the mistake is also the one who speaks the lesson. The Dog does not blame anyone else. He says what he did wrong. This week we read a published fable, notice how the character admits the lesson, 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

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 2 of 36 · Prepare Cluster · Module 2 · slide 1 of 11

TEACHER SAYS & DOES · SLIDE 1 OF 11 ·

 ~5 min

Introduce the Week

" " = 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 Dog and the Oyster" 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 2 · a class copy of "The Dog and the Oyster" (Aesop, trans. George Fyler Townsend, 1867, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from "The Dog and the Oyster" (main text) and "The Camel and Jupiter" (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 Dog and the Oyster

A Dog, used to eating eggs, saw an Oyster and, opening his mouth to its widest extent, swallowed it down with the utmost relish, supposing it to be an egg. Soon afterwards suffering great pain in his stomach, he said, “I deserve all this torment, for my folly in thinking that everything round must be an egg.”

SOURCE

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

TEACHER SAYS & DOES · SLIDE 2 OF 11 ·

 ~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 Dog and the Oyster” 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 character admits 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 when a character admits 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"

Notice the admission.

Read the fable. Find the sentence where the Dog admits what he did wrong.

"I deserve all this torment, for my folly in thinking that everything round must be an egg."

I CAN | I can notice the moment when a character admits the lesson.

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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 when a character admits the lesson."

▶ Read the I can statement aloud, then the task on the slide: Notice the admission. Read the fable. Find the sentence where the Dog admits what he did wrong.

"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 Dog says, "I deserve all this torment, for my folly in thinking that everything round must be an egg." He admits his own mistake.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about notice the admission. 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?

A "I deserve all this torment, for my folly in thinking that everything round must be an egg."

B "A Dog, used to eating eggs, saw an Oyster."

C "He swallowed it down with the utmost relish."

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

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TEACHER SAYS & DOES · SLIDE 4 OF 11 ·

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?

"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: A. The message is the Dog's admission. B and C describe what happened. A says WHY it was wrong.

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 leads to the admission."

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 Dog's habit of eating eggs set up his mistake?

The Dog is **"used to eating eggs."** He assumed everything round was an egg.
That assumption caused his mistake.

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 leads to the admission."

▶ Read the I can statement aloud, then the task on the slide: Show how the story proves the message. How does the Dog's habit of eating eggs set up his mistake?

"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: Because the Dog always ate eggs, he assumed anything round was safe to eat. The Oyster taught him that assumptions based on habit can be wrong.

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 character's admission."

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 the one sentence where the character admits the lesson.

A boy who always found his shoes by the door walked outside barefoot one morning because he did not look. His shoes were in the closet.

I CAN | I can write a character's admission that names the mistake.

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TEACHER SAYS & DOES · SLIDE 6 OF 11 ·

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 character's admission."

▶ Read the I can statement aloud, then the task on the slide: Own it. Try the craft move. Read the practice story. Write the one sentence where the character admits 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 OWN row of the tracking sheet.

ANSWER KEY: Answers vary. One example: "I counted on my shoes being where they always are, and my own habit tricked me."

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 having the character admit the lesson is a strong craft move."

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 it more powerful when the Dog admits the lesson instead of having another character or the narrator say it?

The narrator could have said: "The Dog was foolish." Why is the Dog's OWN words better?

I CAN | I can defend why self-admission is a stronger craft move than outside judgment.

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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 having the character admit the lesson is a strong craft move."

▶ Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why is it more powerful when the Dog admits the lesson instead of having another character or the narrator say it?

"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 Dog admits it himself, the reader respects the honesty. A narrator calling the Dog foolish feels like a judgment. The Dog's own words show understanding, which is more powerful.

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 character admits the lesson.

Choose an animal that makes an assumption based on habit. Let the character say what went wrong in one sentence.

**Choose an animal that makes an assumption.
Show the consequence.
End with one sentence where the character admits 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 character admits the lesson. Choose an animal that makes an assumption based on habit. Let the character say what went wrong 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 "I deserve all this torment, for my folly in thinking that everything round must be an egg." The Dog admits his own mistake.

CHOOSE A. The other choices describe what happened. The message is the Dog's admission of why it was wrong.

SHOW The Dog always ate eggs, so he assumed anything round was safe. That habit-based assumption caused his mistake.

OWN Answers vary. One example: "I counted on my shoes being where they always are, and my own habit tricked me."

DEFEND When the Dog admits it himself, the reader respects the honesty. A narrator's judgment would feel imposed. The Dog's own words show real understanding.

YOUR TURN Answers vary. One example: A squirrel always found acorns under the same tree. One day the tree was bare. The squirrel said, "I put all my trust in one place, and now I have nothing."

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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 CAMEL AND JUPITER" (AESOP, TRANS. TOWNSEND, 1867)

"The Camel, when he saw the Bull adorned with horns, envied him and wished that he himself could obtain the same honours. He went to Jupiter, and besought him to give him horns. Jupiter, vexed at his request because he was not satisfied with his size and strength of body, and desired yet more, not only refused to give him horns, but even deprived him of a portion of his ears."

What message does the author want the reader to learn?

A Camels should not talk to Jupiter.

B Bulls are more beautiful than camels.

C Horns are better than ears.

D Those who are not satisfied with what they have may lose even more by asking for too much.

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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 Camel and Jupiter" 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 D.

Camels should not talk to Jupiter.

- A** The story uses Jupiter and the Camel to teach a lesson. The message is about greed, not about who should talk to whom.

Bulls are more beautiful than camels.

- B** The story is not about beauty. It is about wanting more than what you already have.

Horns are better than ears.

- C** The story is not comparing body parts. It is about losing what you have by asking for too much.

Those who are not satisfied with what they have may lose even more by asking for too much.

Correct.

- D** The Camel already had size and strength but wanted horns too. Jupiter took away part of his ears. The author teaches that greed can cost you what you already have.

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The Answer, and Why

 ~4 min

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

"The answer is D."

▶ 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.