

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

Self-Interest Changes Everything

from “The Peasant and the Apple-Tree” (Aesop, trans. George Fyler Townsend, 1867)

The Peasant ignores the creatures who ask for mercy. He only stops when he finds something HE wants. The author lets the Peasant’s own behavior deliver the message about self-interest. This week we notice how self-interest drives the action 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 3 of 36 · Prepare Cluster · Module 3 · 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 Peasant and the Apple-Tree” 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 3 · a class copy of “The Peasant and the Apple-Tree” (Aesop, trans. George Fyler Townsend, 1867, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from “The Peasant and the Apple-Tree” (main text) and “The Flea and the Wrestler” (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 Peasant and the Apple-Tree

A Peasant had in his garden an Apple-Tree which bore no fruit but only served as a harbor for the sparrows and grasshoppers. He resolved to cut it down, and taking his axe in his hand, made a bold stroke at its roots. The grasshoppers and sparrows entreated him not to cut down the tree that sheltered them, but to spare it, and they would sing to him and lighten his labours. He paid no attention to their request, but gave the tree a second and a third blow with his axe. When he reached the hollow of the tree, he found a hive full of honey. Having tasted the honeycomb, he threw down his axe, and looking on the tree as sacred, took great care of it.

SOURCE

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

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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 Peasant and the Apple-Tree" 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 self-interest changes everything 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 moment when self-interest changes a character's behavior."

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 change.

Read the fable. Find the moment when the Peasant stops cutting and changes his mind.

He ignored the sparrows and grasshoppers. When he found a hive full of honey, he threw down his axe and took great care of the tree.

I CAN | I can notice the moment when self-interest changes a character's behavior.

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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 moment when self-interest changes a character's behavior."

▶ Read the I can statement aloud, then the task on the slide: Notice the change. Read the fable. Find the moment when the Peasant stops cutting and changes his mind.

"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 Peasant only cared about the tree when he found honey inside it. Self-interest, not compassion, changed his mind.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about notice the change. 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 The sparrows and grasshoppers begged him to stop.

B He resolved to cut down the tree.

C Self-interest alone moves some people.

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

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

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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: C. The message is about why the Peasant changed his mind. B and C describe events.

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 Peasant's reaction to the honey prove the author's message?

The creatures offered **singing and comfort**. He ignored them. But **honey** (something for himself) changed everything.

I CAN | I can explain how the story's details prove the message about self-interest.

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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 Peasant's reaction to the honey 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 Peasant rejected kindness (singing) but accepted profit (honey). The contrast between what he ignored and what changed his mind proves the message.

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 moment where self-interest changes a character's mind."

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 moment when the character changes because of self-interest.

A girl was about to throw away an old box. Her little brother asked her to keep it for his art project. She reached for the trash can, then noticed something inside the box.

I CAN | I can write a moment where self-interest changes a character's mind.

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

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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 moment where self-interest changes a character's mind."

▶ Read the I can statement aloud, then the task on the slide: Own it. Try the craft move. Read the practice story. Write the moment when the character changes because of self-interest.

"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: "She found a ten-dollar bill in the bottom of the box. Suddenly the box was worth keeping."

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 shows the change instead of just telling us the Peasant is selfish."

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 to watch the Peasant change than to be told he is selfish?

The narrator could have said: "The Peasant was a selfish man." Why is showing the change better?

I CAN | I can defend why showing the change is a stronger craft choice than labeling the character.

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

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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 shows the change instead of just telling us the Peasant is selfish."

▶ Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why is it more powerful to watch the Peasant change than to be told he is selfish?

"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 reader watches the Peasant ignore kindness but save the tree for honey, the reader draws the conclusion. Showing is always more powerful than telling because the reader does the thinking.

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 about self-interest.

Choose a character who ignores a good reason to change but then changes for a selfish reason. Show the contrast.

**Choose a character who ignores a good reason to change.
Then show them changing for a selfish reason.
Let the reader see the contrast.**

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 about self-interest. Choose a character who ignores a good reason to change but then changes for a selfish reason. Show the contrast. 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 Peasant only saved the tree when he found honey. Self-interest, not kindness, changed his mind.

CHOOSE C. Self-interest alone moves some people. The other choices describe events.

SHOW He rejected singing (kindness) but accepted honey (profit). The contrast proves the message.

OWN Answers vary. One example: **"She found a ten-dollar bill in the bottom of the box. Suddenly the box was worth keeping."**

DEFEND When the reader watches the change happen, the reader draws the conclusion. Showing is more powerful than labeling the character as selfish.

YOUR TURN Answers vary. One example: A boy was about to share his last cookie with a friend. Then he saw the friend had two cookies. He ate his own and said, **"I was going to share, but now I see you already have enough."**

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 FLEA AND THE WRESTLER” (AESOP, TRANS. TOWNSEND, 1867)

“A Flea settled upon the bare foot of a Wrestler and bit him, causing the man to call loudly upon Hercules for help. When the Flea a second time hopped upon his foot, he groaned and said, ‘O Hercules! if you will not help me against a Flea, how can I hope for your assistance against greater antagonists?’”

What message does the author want the reader to learn?

- A** Wrestlers should not call for help.
- B** Fleas are too small to matter.
- C** If you cannot handle a small problem on your own, you cannot expect help with bigger ones.
- D** Hercules does not care about wrestlers.

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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 Flea and the Wrestler” 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 Wrestlers should not call for help.**
The story is not about whether wrestlers should ask for help. It is about solving small problems yourself.
- B Fleas are too small to matter.**
The Flea does matter, that is why the Wrestler calls for help. The lesson is about handling small challenges.
- C If you cannot handle a small problem on your own, you cannot expect help with bigger ones.**
Correct.
The Wrestler calls on Hercules to fight a tiny Flea. The author teaches that if you cannot manage small troubles yourself, no one will trust you with larger challenges.
- D Hercules does not care about wrestlers.**
The story is not about Hercules caring or not caring. It is about the Wrestler needing to handle small problems himself.

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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.