

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 Master States the Lesson

from “The Brazier and His Dog” (Aesop, trans. George Fyler Townsend, 1867)

Sometimes the author lets the one in charge speak the lesson. The Brazier watches his Dog sleep through the work, then scolds him at dinner. The message is clear: labor earns reward. This week we read a published fable, notice how the master’s words deliver 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



PUBLISHED TEXTS

Read the published text.

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

The Brazier and His Dog

A Brazier had a little Dog, which was a great favourite with his master, and his constant companion. While he hammered away at his metals the Dog slept; but when, on the other hand, he went to dinner and began to eat, the Dog woke up and wagged his tail, as if he would ask for a share of his meal. His master one day, pretending to be angry and shaking his stick at him, said, “You wretched little sluggard! what shall I do to you? While I am hammering on the anvil, you sleep on the mat; and when I begin to eat after my toil, you wake up and wag your tail for food. Do you not know that labor is the source of every blessing, and that none but those who work are entitled to eat?”

SOURCE

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





TODAY'S THINKING JOB

NOTICE

“I can notice the message in the master’s words.”

EXACT TEKS WORDING

“explain the author’s purpose and message within a text”

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Notice the message.

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

“Do you not know that labor is the source of every blessing, and that none but those who work are entitled to eat?”

I CAN | I can notice the message in the master’s words.



PUBLISHED TEXTS

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”

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Choose the message.

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

A “While he hammered away at his metals the Dog slept.”

B “The Dog woke up and wagged his tail.”

C “Labor is the source of every blessing, and none but those who work are entitled to eat.”

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



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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”

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Show how the story proves the message.

How does the Dog’s behavior prove the Brazier’s lesson?

The Dog *sleeps during work* but *wakes up for food*. The contrast proves that the Dog wants the reward without the labor.

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



PUBLISHED TEXTS

TODAY'S THINKING JOB

OWN

“I can write a master’s statement that delivers the lesson.”

EXACT TEKS WORDING

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“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 person in charge states the lesson.

A student sat quietly during the group project. When the teacher gave the group a reward, the student reached for it first.

I CAN | I can write a statement that delivers the lesson.



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TODAY'S THINKING JOB

DEFEND

“I can defend why the master’s words are the right way to deliver this message.”

EXACT TEKS WORDING

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Defend the author’s choice.

Why is it more powerful when the Brazier speaks the lesson instead of the narrator?

The narrator could have said: “The Dog was lazy.” Why are the Brazier’s own words stronger?

I CAN

I can defend why the master’s words are the right way to deliver this message.



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Write your own fable where the worker states the lesson.

Choose a character who works hard while another watches. Let the worker speak the lesson in one sentence.

Choose a character who works hard.

Show another character who does not help but wants the reward.

End with one sentence where the worker states the lesson.

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



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Answers, across the five thinking levels.

NOTICE “Labor is the source of every blessing, and none but those who work are entitled to eat.” The Brazier states the lesson directly.

CHOOSE **C.** The other choices describe behavior. The message is the Brazier’s statement about labor.

SHOW The Dog sleeps during work and wakes for food. That contrast proves the lesson: no work, no reward.

OWN Answers vary. One example: “**You sat quietly while your group did all the work. The reward belongs to those who earned it.**”

DEFEND The Brazier earned the right to speak by doing the work. His words explain WHY the behavior is wrong, not just label it.

YOUR TURN Answers vary. One example: An ant carried food all day while a beetle rested in the shade. At sunset the beetle asked for a share. The ant said, “**I carried every grain myself. If you want to eat, carry your own.**”



PUBLISHED TEXTS

READ THIS PASSAGE EXCERPT • FROM “THE CROW AND THE SHEEP” (AESOP, TRANS. TOWNSEND, 1867)

“A troublesome Crow seated herself on the back of a Sheep. The Sheep, much against his will, carried her backward and forward for a long time, and at last said, ‘If you had treated a dog in this way, you would have had your deserts from his sharp teeth.’ To this the Crow replied, ‘I despise the weak and yield to the strong. I know whom I may bully and whom I must flatter; and I thus prolong my life to a good old age.’”

What message does the author want the reader to learn?

A Some take advantage of those who cannot fight back.

B Crows are smarter than sheep.

C Sheep should be more like dogs.

D Flattery is always a good idea.



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The answer is A.

Some take advantage of those who cannot fight back.

Correct.

A

The Crow picks on the Sheep because the Sheep cannot hurt her. She admits she only bullies the weak. The author reveals how some operate by choosing easy targets.

B

Crows are smarter than sheep.

The story is not about intelligence. It is about choosing easy targets.

C

Sheep should be more like dogs.

The Sheep mentions dogs, but the message is about the Crow's behavior, not about what sheep should become.

D

Flattery is always a good idea.

The Crow flatters the strong, but the author is not recommending flattery. The author is exposing the Crow's calculating nature.

