

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

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 5 of 36 · Cluster 1 · 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 Brazier and His Dog” 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 Cluster 1 Module 1 · a class copy of “The Brazier and His Dog” (Aesop, trans. George Fyler Townsend, 1867, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from “The Brazier and His Dog” (main text) and “The Crow and the Sheep” (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 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)

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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 Brazier and His Dog" 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 master states 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 master's 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 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.

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Grade 5 • Cluster 1 • 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 master's words."

▶ Read the I can statement aloud, then the task on the slide: Notice the message. Read the fable. Find the sentence where the Brazier 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 Brazier says labor is the source of every blessing and only workers deserve to eat. That sentence is the author's message.

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 "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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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? 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: C. The other choices describe what happens. The message is the Brazier's statement about labor and reward.

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 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.

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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 Dog's behavior prove the Brazier's 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 **SHOW** row of the tracking sheet.

ANSWER KEY: The Dog sleeps while the Brazier hammers, then wakes the moment food appears. That pattern proves the lesson: those who do not work should not expect to share the reward.

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 master's statement that delivers 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 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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Grade 5 • Cluster 1 • 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 master's statement that delivers 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 the one sentence where the person in charge 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 OWN row of the tracking sheet.

ANSWER KEY: Answers vary. One example: "You sat quietly while your group did all the work. The reward belongs to those who earned it."

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 master's words are the right way to deliver this 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 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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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 master's words are the right way to deliver this message."

▶ Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why is it more powerful when the Brazier speaks the lesson 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: The Brazier earned the right to speak the lesson because he did the work. A narrator's label (lazy) would feel like a judgment. The Brazier's words explain WHY the behavior is wrong.

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 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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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 worker states the lesson. Choose a character who works hard while another watches. Let the worker 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 “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.**”

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 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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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 Crow and the Sheep” 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 A.

Some take advantage of those who cannot fight back.

A **Correct.**

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.

Flattery is always a good idea.

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

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The Answer, and Why

 ~4 min

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

"The answer is A."

▶ 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.