

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

A Powerful Voice Delivers the Lesson

from “Hercules and the Wagoner” (Aesop, trans. George Fyler Townsend, 1867)

When a powerful character speaks, the lesson carries more weight. Hercules himself appears and tells the Carter to help himself first. The author uses authority to make the message unforgettable. This week we read a published fable, notice how the powerful voice delivers 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.

Hercules and the Wagoner

A Carter was driving a wagon along a country lane, when the wheels sank down deep into a rut. The rustic driver, stupefied and aghast, stood looking at the wagon, and did nothing but utter loud cries to Hercules to come and help him. Hercules, it is said, appeared and thus addressed him: “Put your shoulders to the wheels, my man. Goad on your bullocks, and never more pray to me for help, until you have done your best to help yourself, or depend upon it you will henceforth pray in vain.”

SOURCE

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





TODAY'S THINKING JOB

NOTICE

“I can notice the message in the powerful voice.”

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 Hercules states the lesson.

“Put your shoulders to the wheels, my man. Goad on your bullocks, and never more pray to me for help, until you have done your best to help yourself.”

I CAN | I can notice the message in the powerful voice.



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”

“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 “The wheels sank down deep into a rut.”

B “Never more pray to me for help, until you have done your best to help yourself.”

C “He did nothing but utter loud cries to Hercules.”

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



PUBLISHED TEXTS

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 Carter’s behavior prove why Hercules gives this lesson?

The Carter **stood and did nothing but cry for help. He did not even try to push.
Hercules’ lesson is earned by the Carter’s inaction.**

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



TODAY'S THINKING JOB

OWN

“I can write a powerful voice 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 a powerful character delivers the lesson.

A student sat at a locked door and called for the teacher instead of trying the handle. The principal walked by and said:

I CAN | I can write a powerful voice that delivers the lesson.



PUBLISHED TEXTS

TODAY'S THINKING JOB

DEFEND

“I can defend why the powerful voice makes the lesson stronger.”

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 does Hercules appearing in person make the lesson land harder than if a narrator said it?

The narrator could have said: “Self-help is the best help.” Why is Hercules saying it more powerful?

I CAN | I can defend why the powerful voice makes the lesson stronger.



PUBLISHED TEXTS

Write your own fable where a powerful voice delivers the lesson.

Choose a character who asks for help without trying first. Let a powerful character speak the lesson in one sentence.

**Choose a character who asks for help without trying.
Show the problem.
End with one sentence from a powerful voice.**

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



PUBLISHED TEXTS

Answers, across the five thinking levels.

NOTICE “Never more pray to me for help, until you have done your best to help yourself.” Hercules states the lesson directly.

CHOOSE B. The message is Hercules’ instruction to try first. The other choices describe the problem.

SHOW The Carter stood doing nothing. He did not push or goad. His complete inaction proves the lesson.

OWN Answers vary. One example: “**Try the door yourself before you call for someone else. You may find it is already unlocked.**”

DEFEND Hercules is the one the Carter prayed to. When the hero himself says help yourself, the Carter cannot ignore it. Authority makes the message unforgettable.

YOUR TURN Answers vary. One example: A chick sat at the edge of the nest and chirped for its mother to push it into the air. A hawk flying by called down, “**Spread your wings and jump. No one learns to fly by waiting.**”



PUBLISHED TEXTS

READ THIS PASSAGE EXCERPT • FROM “THE TWO BAGS” (AESOP, TRANS. TOWNSEND, 1867)

“Every man, according to an ancient legend, is born into the world with two bags suspended from his neck: a bag in front full of his neighbors’ faults, and a large bag behind filled with his own faults. Hence it is that men are quick to see the faults of others, and yet are often blind to their own failings.”

What message does the author want the reader to learn?

- A** People should not carry bags.
- B** People notice the faults of others more easily than their own.
- C** Everyone has the same number of faults.
- D** Legends are always true.



PUBLISHED TEXTS

The answer is B.

A **People should not carry bags.**

The bags are a symbol, not real bags. The message is about how people see faults.

B **People notice the faults of others more easily than their own.**

Correct.

The bag of neighbors' faults is in front (easy to see), and your own faults are behind (hard to see). The author teaches that we judge others quickly but are slow to see our own mistakes.

C **Everyone has the same number of faults.**

The story does not say the bags are the same size. The message is about which faults we notice.

D **Legends are always true.**

The story uses a legend to make a point. The author is not arguing that legends are true.

