

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

The Writing Academy®, LLC

Grade 5 · Cluster 1 · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 6 of 36 · Cluster 1 · Module 2 · 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 “Hercules and the Wagoner” 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 2 · a class copy of “Hercules and the Wagoner” (Aesop, trans. George Fyler Townsend, 1867, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from “Hercules and the Wagoner” (main text) and “The Two Bags” (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.

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)

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 “Hercules and the Wagoner” 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 a powerful voice delivers 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 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.

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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 powerful voice."

▶ Read the I can statement aloud, then the task on the slide: Notice the message. Read the fable. Find the sentence where Hercules 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: Hercules says the Carter must help himself before asking for help. That sentence is the author's message: self-help is the best help.

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 "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.

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Grade 5 • Cluster 1 • 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? 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: B. The other choices describe what happened. The message is Hercules' instruction to try first before asking for help.

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 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.

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Grade 5 · Cluster 1 · Published Texts & Mentor Texts · Wednesday

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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 Carter's behavior prove why Hercules gives this 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 Carter stood doing nothing while his wagon was stuck. He did not try to push or goad his animals. His total inaction proves why Hercules' lesson is needed.

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 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.

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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 powerful voice 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 a powerful character delivers 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: "Try the door yourself before you call for someone else. You may find it is already unlocked."

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 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.

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Grade 5 · Cluster 1 · 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 powerful voice makes the lesson stronger."

▶ Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why does Hercules appearing in person make the lesson land harder than if a narrator said 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: Hercules is the one the Carter prayed to. When the hero himself says "help yourself first," the Carter cannot ignore it. Authority makes the message stick.

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 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.

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TEACHER SAYS & DOES · SLIDE 8 OF 11 ·

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 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. 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 “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.**”

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 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.

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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 Two Bags” 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 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.

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The Answer, and Why

 ~4 min

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

"The answer is B."

▶ 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.