

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

Flattery as a Trap

from “The Fox and the Crow” (Aesop, trans. George Fyler Townsend, 1867)

The Fox uses false praise to get what he wants. He does not take the meat by force. He uses words. The author shows that flattery can be a trap. This week we read a published fable, notice how the author uses flattery to drive the plot, 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 8 of 36 · Cluster 1 · Module 4 · 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 Fox and the Crow” 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 4 · a class copy of “The Fox and the Crow” (Aesop, trans. George Fyler Townsend, 1867, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from “The Fox and the Crow” (main text) and “The Rich Man and the Tanner” (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 Fox and the Crow

A Crow having stolen a bit of meat, perched in a tree and held it in her beak. A Fox, seeing this, longed to possess the meat himself, and by a wily stratagem succeeded. “How handsome is the Crow,” he exclaimed, “in the beauty of her shape and in the fairness of her complexion! Oh, if her voice were only equal to her beauty, she would deservedly be considered the Queen of Birds!” This he said deceitfully; but the Crow, anxious to refute the reflection cast upon her voice, set up a loud caw and dropped the flesh. The Fox quickly picked it up, and thus addressed the Crow: “My good Crow, your voice is right enough, but your wit is wanting.”

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 Fox and the Crow" 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 flattery as a trap 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 how flattery drives the plot."

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 flattery.

Read the fable. Find the sentences where the Fox flatters the Crow.

"How handsome is the Crow, in the beauty of her shape and in the fairness of her complexion! Oh, if her voice were only equal to her beauty, she would deservedly be considered the Queen of Birds!"

I CAN | I can notice how flattery drives the plot.

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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 how flattery drives the plot."

▶ Read the I can statement aloud, then the task on the slide: Notice the flattery. Read the fable. Find the sentences where the Fox flatters the Crow.

"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 Fox praises the Crow's beauty, then says her voice is the only thing missing. That flattery is a trap designed to make the Crow open her beak.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about notice the flattery. 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 "How handsome is the Crow, in the beauty of her shape!"
- B "A Crow having stolen a bit of meat, perched in a tree."
- C "Your voice is right enough, but your wit is wanting."

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: C. The Fox's final words tell the Crow what she really lacked: not beauty, not voice, but wisdom. The message is that flattery tricks those who lack judgment.

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 Crow's response to flattery prove the Fox's final message?

The Crow opened her beak to prove she could sing. **She dropped the meat.** Her vanity proved the Fox's point: her wit was wanting.

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 Crow's response to flattery prove the Fox's final 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 Crow tried to prove the Fox wrong about her voice, which was exactly what the Fox wanted. Her vanity proved the lesson: those who fall for flattery lack wisdom.

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 scene where flattery is a trap."

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 flattering words a character uses to get what they want.

A student wanted to borrow another student's new colored pencils. Instead of asking directly, the student said:

I CAN | I can write a scene where flattery is a trap.

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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 scene where flattery is a trap."

▶ Read the I can statement aloud, then the task on the slide: Own it. Try the craft move. Read the practice story. Write the flattering words a character uses to get what they want.

"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: "Your drawings are the best in the class. I bet those pencils are amazing. Could I just try one color?"

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 uses
flattery instead of force to drive the plot."

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 a story about flattery more interesting than one where the Fox simply takes the meat?

The Fox could have just grabbed the meat. Why is the flattery trick a better story?

I CAN | I can defend why the author uses flattery instead of force to drive the plot.

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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 uses flattery instead of force to drive the plot."

▶ Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why is a story about flattery more interesting than one where the Fox simply takes the meat?

"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: Flattery makes the Crow a partner in her own loss. She chooses to open her beak. That makes the lesson personal: the reader sees how easy it is to be tricked by praise.

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 flattery.

Choose a character who uses false praise to get what they want. Show the flattery, the trick, and the lesson.

Choose a character who uses false praise to get what they want.

Show the flattery and the trick.

End with a sentence that names the lesson.

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 about flattery. Choose a character who uses false praise to get what they want. Show the flattery, the trick, and the lesson. 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 Fox praises the Crow's beauty and says only her voice is missing. That flattery is a trap to make the Crow open her beak and drop the meat.

CHOOSE C. The Fox's final words name the real lesson: the Crow had beauty and voice, but lacked wisdom.

SHOW The Crow tried to disprove the Fox and dropped the meat in the process. Her vanity proved the lesson.

OWN Answers vary. One example: **"Your drawings are the best in the class. I bet those pencils are amazing. Could I just try one color?"**

DEFEND Flattery makes the Crow choose her own loss. The reader sees how easy it is to fall for praise. That is a more powerful lesson than a simple theft.

YOUR TURN Answers vary. One example: A cat told a bird she had the most beautiful feathers in the garden. The bird puffed up with pride and came closer. The cat smiled and said, **"Next time, let your caution be as strong as your vanity."**

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 RICH MAN AND THE TANNER” (AESOP, TRANS. TOWNSEND, 1867)

“A Rich Man lived near a Tanner, and not being able to bear the unpleasant smell of the tan-yard, he pressed his neighbor to go away. The Tanner put off his departure from time to time, saying that he would leave soon. But as he still continued to stay, as time went on, the rich man became accustomed to the smell, and feeling no manner of inconvenience, made no further complaints.”

What message does the author want the reader to learn?

- A** Rich people complain too much.
- B** What seems unbearable at first can become familiar with time.
- C** Tanners should move away from their neighbors.
- D** Bad smells go away on their own.

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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 Rich Man and the Tanner” 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

Rich people complain too much.

The story is not about rich people in general. It is about how habit changes what bothers us.

B

What seems unbearable at first can become familiar with time.

Correct.

The Rich Man hated the smell but got used to it over time. The author teaches that habit can make even unpleasant things feel normal.

C

Tanners should move away from their neighbors.

The Tanner did not move. The lesson is about how people adjust, not about who should move.

D

Bad smells go away on their own.

The smell did not go away. The Rich Man simply got used to it.

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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.