

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

Turning the Blame Back

from "The Rivers and the Sea" (Aesop, trans. George Fyler Townsend, 1867)

The Rivers blame the Sea for making them salty, but the Sea replies with perfect logic: stop flowing into me. The author uses a clever reversal to deliver the message. This week we read a published fable, notice how the author turns blame back on the accuser, 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

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Grade 5 · Cluster 2 · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 10 of 36 · Cluster 2 · 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 "The Rivers and the Sea" 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 2 Module 2 · a class copy of "The Rivers and the Sea" (Aesop, trans. George Fyler Townsend, 1867, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from "The Rivers and the Sea" (main text) and "The She-Goats and Their Beards" (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 Rivers and the Sea

The Rivers joined together to complain to the Sea, saying, “Why is it that when we flow into your tides so potable and sweet, you work in us such a change, and make us salty and unfit to drink?” The Sea, perceiving that they intended to throw the blame on him, said, “Pray cease to flow into me, and then you will not be made briny.”

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 Rivers and the Sea” 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 turning the blame back 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 one character turns blame back on another."

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 reversal.

Read the fable. Find the sentence where the Sea turns the blame back on the Rivers.

"Pray cease to flow into me, and then you will not be made briny."

I CAN | I can notice how one character turns blame back on another.

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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 one character turns blame back on another."

▶ Read the I can statement aloud, then the task on the slide: Notice the reversal. Read the fable. Find the sentence where the Sea turns the blame back on the Rivers.

"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 Sea says if the Rivers stop flowing into it, they will not become salty. The Sea turns the Rivers' own complaint against them.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about notice the reversal. 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?

A "Pray cease to flow into me, and then you will not be made briny."

B "The Rivers joined together to complain to the Sea."

C "Why is it that you make us salty and unfit to drink?"

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

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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?

"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: A. The Sea's answer IS the message: if you do not like the result, do not do the thing that causes it.

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 Rivers' own choice prove the Sea's point?

The Rivers **choose to flow into the Sea**. The Sea does not force them. So the change is the Rivers' own doing.

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 Rivers' own choice prove the Sea's point?

"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 Rivers flow into the Sea by their own course. The Sea does not pull them in. That fact proves the Sea's point: the Rivers are the cause of their own complaint.

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 reversal that turns blame back."

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 answer that turns the blame back.

A student complained to the librarian that the books on her desk were too heavy. The librarian smiled and said:

I CAN | I can write a reversal that turns blame back.

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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 reversal that turns blame back."

▶ 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 answer that turns the blame back.

"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 chose those books yourself. Bring fewer next time, and the load will be lighter."

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 reversal is a stronger craft move than a direct 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"

Defend the author's choice.

Why is the Sea's one-sentence answer more powerful than a long explanation?

The Sea could have explained the science of salt water. Why is "stop flowing into me" better?

I CAN | I can defend why the reversal is a stronger craft move than a direct lesson.

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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 reversal is a stronger craft move than a direct lesson."

▶ Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why is the Sea's one-sentence answer more powerful than a long explanation?

"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 reversal uses the Rivers' own logic against them. It is short, clear, and impossible to argue with. A long explanation would not feel as sharp.

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 one character turns blame back on another.

Choose a character who complains about a problem they caused themselves. Let another character answer with a one-sentence reversal.

Choose a character who complains about a problem they caused.

Let another character answer with one sentence that turns the blame back.

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 one character turns blame back on another. Choose a character who complains about a problem they caused themselves. Let another character answer with a one-sentence reversal. 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 "Pray cease to flow into me, and then you will not be made briny." The Sea turns the Rivers' complaint into their own fault.

CHOOSE A. The Sea's answer is the message: stop doing what causes the problem.

SHOW The Rivers flow into the Sea by choice. The Sea does not force them. That proves the complaint is self-caused.

OWN Answers vary. One example: "You chose those books yourself. Bring fewer next time, and the load will be lighter."

DEFEND The reversal uses the Rivers' own logic against them. Short, clear, impossible to argue with.

YOUR TURN Answers vary. One example: A fish swam into a shallow stream and complained it was too crowded. A turtle said, "This stream was empty before you swam into it."

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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 SHE-GOATS AND THEIR BEARDS" (AESOP, TRANS. TOWNSEND, 1867)

"The She-Goats having obtained a beard by request to Jupiter, the He-Goats were sorely displeased and made complaint that the females equaled them in dignity. 'Allow them,' said Jupiter, 'to enjoy an empty honour and to assume the badge of your nobler sex, so long as they are not your equals in strength or courage.'"

What message does the author want the reader to learn?

- A** Beards make goats stronger.
- B** Jupiter is unfair to He-Goats.
- C** Looking like someone does not make you equal to them in what truly matters.
- D** She-Goats should not ask for beards.

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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 She-Goats and Their Beards" 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 C.

A Beards make goats stronger.

The beards do not change the She-Goats' strength. The lesson is about outward appearances.

B Jupiter is unfair to He-Goats.

Jupiter tells the He-Goats not to worry. The lesson is about empty honors, not fairness.

C Looking like someone does not make you equal to them in what truly matters.

Correct.

Jupiter says the She-Goats can have the badge, but they still lack the He-Goats' strength and courage. The author teaches that appearances do not equal real qualities.

D She-Goats should not ask for beards.

The story is not about whether they should ask. It is about what outward signs actually mean.

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The Answer, and Why

 ~4 min

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

"The answer is C."

▶ 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.