

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 Character Explains the Wisdom

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

The Fox asks a question. The Boar gives a wise answer. The author lets the prepared character explain why preparation matters. This week we read a published fable, notice how the wise character’s answer 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 2 · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 12 of 36 · Cluster 2 · 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 Wild Boar and the Fox” 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 4 · a class copy of “The Wild Boar and the Fox” (Aesop, trans. George Fyler Townsend, 1867, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from “The Wild Boar and the Fox” (main text) and “The Kites and the Swans” (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 Wild Boar and the Fox

A Wild Boar stood under a tree and rubbed his tusks against the trunk. A Fox passing by asked him why he thus sharpened his teeth when there was no danger threatening from either huntsman or hound. He replied, “I do it advisedly; for it would never do to have to sharpen my weapons just at the time I ought to be using them.”

SOURCE

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

TEACHER SAYS & DOES · SLIDE 2 OF 11 ·

Read the Published Text

 ~6 min

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

"This is our published mentor text. It is “The Wild Boar and the Fox” 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 character explains the wisdom 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 a wise character explains 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"

Notice the wisdom.

Read the fable. Find the sentence where the Boar explains why he prepares.

"It would never do to have to sharpen my weapons just at the time I ought to be using them."

I CAN | I can notice how a wise character explains the message.

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Grade 5 · Cluster 2 · 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 a wise character explains the message."

▶ Read the I can statement aloud, then the task on the slide: Notice the wisdom. Read the fable. Find the sentence where the Boar explains why he prepares.

"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 Boar says he sharpens his tusks when there is no danger so they are ready when danger comes. That sentence is the author's message about preparation.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about notice the wisdom. 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 "A Wild Boar stood under a tree and rubbed his tusks against the trunk."

B "It would never do to have to sharpen my weapons just at the time I ought to be using them."

C "A Fox passing by asked him why he thus sharpened his teeth."

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

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Grade 5 • Cluster 2 • 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?

"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. B and C describe what happens. A is the Boar's wisdom: prepare before you need to.

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 contrast between the Fox's question and the Boar's answer prove the message?

The Fox sees **no danger** and wonders why the Boar prepares. The Boar explains: **preparation happens BEFORE the danger arrives.**

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

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Grade 5 · Cluster 2 · 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 contrast between the Fox's question and the Boar's answer prove the 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 Fox thinks preparation is pointless when there is no threat. The Boar's answer proves the message: the time to prepare is before the emergency, not during it.

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 wise answer 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 wise character's answer.

**A friend asked why a student practiced the fire drill when there was no fire.
The student said:**

I CAN | I can write a wise answer that delivers the lesson.

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Grade 5 · Cluster 2 · 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 wise answer 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 wise character's answer.

"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: "If I wait for the fire to learn where the exits are, it will be too late to use them."

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 a question-and-answer structure delivers this message well."

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 having the Fox ask and the Boar answer work better than just stating the moral?

The author could have written: "Be prepared for danger." Why is the question-and-answer better?

I CAN | I can defend why a question-and-answer structure delivers this message well.

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Grade 5 · Cluster 2 · 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 a question-and-answer structure delivers this message well."

▶ Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why does having the Fox ask and the Boar answer work better than just stating the moral?

"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 Fox's question is the question the READER is thinking. The Boar's answer satisfies both the Fox and the reader at the same time. A flat moral would not engage the reader the same way.

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 wise character answers a question.

Choose a character who does something that looks unnecessary. Let another character ask why. The wise character answers with the lesson.

Choose a character who does something that looks unnecessary.
Let another character ask why.
The wise character answers with the lesson.

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

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 wise character answers a question. Choose a character who does something that looks unnecessary. Let another character ask why. The wise character answers with 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 “It would never do to have to sharpen my weapons just at the time I ought to be using them.” The Boar explains the wisdom of preparation.

CHOOSE **B.** The Boar’s wise answer is the message: prepare before you need to.

SHOW The Fox sees no danger and is puzzled. The Boar’s answer proves that preparation happens BEFORE the need arrives.

OWN Answers vary. One example: **“If I wait for the fire to learn where the exits are, it will be too late to use them.”**

DEFEND The Fox asks what the reader is thinking. The Boar’s answer satisfies both at once. A flat moral would not engage the reader.

YOUR TURN Answers vary. One example: An ant carried a grain of sand to the top of the hill every morning. A ladybug asked why. The ant said, **“When the rain comes, this hill will hold. The ants who did not build will wish they had.”**

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 KITES AND THE SWANS” (AESOP, TRANS. TOWNSEND, 1867)

“The Kites of olden times, as well as the Swans, had the privilege of song. But having heard the neigh of the horse, they were so enchanted with the sound, that they tried to imitate it; and, in trying to neigh, they forgot how to sing.”

What message does the author want the reader to learn?

A Chasing something you admire in others can cost you what you already have.

B Horses are better singers than kites.

C Kites should practice singing every day.

D Only swans can sing.

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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 Kites and the Swans” 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.

Chasing something you admire in others can cost you what you already have.

Correct.

A

The Kites tried to neigh like horses and lost their ability to sing. The author teaches that imitating others can destroy your own gifts.

B

Horses are better singers than kites.

The story does not compare quality. It is about losing your own ability by chasing someone else's.

C

Kites should practice singing every day.

The lesson is not about practice. It is about the danger of abandoning your own skill to imitate another.

D

Only swans can sing.

The story says both Kites and Swans could sing. The Kites lost that ability by trying to neigh.

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TEACHER SAYS & DOES · SLIDE 11 OF 11 ·

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.