

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

Freedom Versus Comfort

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

The Wolf sees the Housedog’s full belly and his heavy collar. In one sentence, the Wolf chooses freedom over comfort. The author lets the Wolf’s choice deliver the message. This week we read a published fable, notice how the character’s choice IS 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 3 · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 14 of 36 · Cluster 3 · 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 Wolf and the Housedog” 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 3 Module 2 · a class copy of “The Wolf and the Housedog” (Aesop, trans. George Fyler Townsend, 1867, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from “The Wolf and the Housedog” (main text) and “The Dancing Monkeys” (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 Wolf and the Housedog

A Wolf, meeting a big well-fed Mastiff with a wooden collar about his neck asked him who it was that fed him so well and yet compelled him to drag that heavy log about wherever he went. “The master,” he replied. Then said the Wolf: “May no friend of mine ever be in such a plight; for the weight of this chain is enough to spoil the appetite.”

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 “The Wolf and the Housedog” 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 freedom versus comfort 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 moment a character chooses and that choice delivers 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 choice.

Read the fable. Find the sentence where the Wolf makes his choice.

"May no friend of mine ever be in such a plight; for the weight of this chain is enough to spoil the appetite."

I CAN | I can notice the moment a character's choice delivers the message.

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Grade 5 · Cluster 3 · 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 moment a character chooses and that choice delivers the message."

▶ Read the I can statement aloud, then the task on the slide: Notice the choice. Read the fable. Find the sentence where the Wolf makes his choice.

"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 Wolf says he would rather be hungry and free than well-fed and chained. That choice is the message.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about notice the choice. 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 Wolf, meeting a big well-fed Mastiff."

B "The master feeds him well."

C "The weight of this chain is enough to spoil the appetite."

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

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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: C. The Wolf's words reveal the trade-off: comfort at the cost of freedom is not worth 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 contrast between the Wolf's life and the Dog's life prove the message?

The Dog is **well-fed but chained**. The Wolf is **lean but free**. The contrast makes the Wolf's choice meaningful.

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 contrast between the Wolf's life and the Dog's life 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 Dog has food but wears a heavy collar. The Wolf goes hungry but has no chain. The contrast lets the reader feel why the Wolf chooses as he does.

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 character's choice that delivers 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"

Own it. Try the craft move.

Read the practice story. Write the sentence where the free character states the lesson.

A wild cat saw a house cat with a full bowl of food and a closed door. The wild cat looked at the food, then at the open sky, and said:

I CAN | I can write a character's choice that delivers the message.

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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 character's choice that delivers the message."

▶ Read the I can statement aloud, then the task on the slide: Own it. Try the craft move. Read the practice story. Write the sentence where the free character 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 OWN row of the tracking sheet.

ANSWER KEY: Answers vary. One example: "I would rather catch my own mouse than eat from a bowl I cannot leave."

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 Wolf's one-line choice is a stronger ending than a narrator's summary."

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 the Wolf's single sentence work better than the narrator saying "Freedom is better than comfort"?

The narrator could have explained the lesson. Why is the Wolf's one sentence stronger?

I CAN | I can defend why a character's choice is stronger than a narrator's summary.

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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 Wolf's one-line choice is a stronger ending than a narrator's summary."

▶ Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why does the Wolf's single sentence work better than the narrator saying "Freedom is better than comfort"?

"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 Wolf speaks from experience. He has been hungry AND free, and he still chooses freedom. That personal choice is more persuasive than any narrator's opinion.

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 choosing between comfort and freedom.

Show two characters with different lives. Let one character speak a single sentence that names the trade-off.

**Show two characters with different lives.
Let one character speak one sentence that names the trade-off.**

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 about choosing between comfort and freedom. Show two characters with different lives. Let one character speak a single sentence that names the trade-off. 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 weight of this chain is enough to spoil the appetite.” The Wolf chooses freedom over food.

CHOOSE C. The Wolf’s words reveal the trade-off: comfort at the cost of freedom is not worth it.

SHOW The Dog is well-fed but chained. The Wolf is hungry but free. That contrast makes the Wolf’s choice meaningful.

OWN Answers vary. One example: **“I would rather catch my own mouse than eat from a bowl I cannot leave.”**

DEFEND The Wolf speaks from experience. His personal choice is more persuasive than a narrator’s opinion.

YOUR TURN Answers vary. One example: A goldfish saw a minnow in the river. The minnow had no glass walls and no one dropped food in. The minnow said, **“I swim wherever I want. That is worth more than any bowl.”**

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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 DANCING MONKEYS" (AESOP, TRANS. TOWNSEND, 1867)

"A Prince had some Monkeys trained to dance. Being naturally great mimics of men's actions, they showed themselves most apt pupils, and when arrayed in their rich clothes and masks, they danced as well as any of the courtiers. The spectacle was often repeated with great applause, till on one occasion a courtier, bent on mischief, took from his pocket a handful of nuts and threw them upon the stage. The Monkeys at the sight of the nuts forgot their dancing and became (as indeed they were) Monkeys instead of actors."

What message does the author want the reader to learn?

- A** Monkeys make poor dancers.
- B** No amount of training can change someone's true nature.
- C** Courtiers should not throw nuts.
- D** Princes should not train animals.

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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 Dancing Monkeys" 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 Monkeys make poor dancers.**
The Monkeys danced well until the nuts appeared. The message is about nature winning over training.
- B No amount of training can change someone's true nature.**
Correct.
The Monkeys danced perfectly until nuts reminded them of their real nature. The author teaches that a disguise or training cannot hide who you truly are.
- C Courtiers should not throw nuts.**
The courtier's mischief revealed the truth, but the lesson is about nature, not about the courtier.
- D Princes should not train animals.**
The story is not about whether training animals is right. It is about how true nature reveals itself.

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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.