

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

Certain Gain Versus Uncertain Promise

from “The Fisherman and the Little Fish” (Aesop, trans. George Fyler Townsend, 1867)

The Fish offers a future reward. The Fisherman chooses what he has now. The author uses the Fisherman’s wise refusal to deliver the message: a bird in the hand is worth two in the bush. This week we notice how the character’s reasoning delivers the lesson.

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 16 of 36 · Cluster 3 · 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 Fisherman and the Little Fish” 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 4 · a class copy of “The Fisherman and the Little Fish” (Aesop, trans. George Fyler Townsend, 1867, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from “The Fisherman and the Little Fish” (main text) and “The Swollen Fox” (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 Fisherman and the Little Fish

A Fisherman who lived on the produce of his nets, one day caught a single small Fish as the result of his day's labor. The Fish, panting convulsively, thus entreated for his life: "O Sir, what good can I be to you, and how little am I worth? I am not yet come to my full size. Pray spare my life, and put me back into the sea. I shall soon become a large fish fit for the tables of the rich, and then you can catch me again, and make a handsome profit of me." The Fisherman replied, "I should indeed be a very simple fellow if, for the chance of a greater uncertain profit, I were to forego my present certain gain."

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 Fisherman and the Little Fish" 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 certain gain versus uncertain promise 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 the Fisherman's reasoning 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 reasoning.

Read the fable. Find the sentence where the Fisherman explains his choice.

"I should indeed be a very simple fellow if, for the chance of a greater uncertain profit, I were to forego my present certain gain."

I CAN | I can notice how a character's reasoning 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 how the Fisherman's reasoning delivers the message."

▶ Read the I can statement aloud, then the task on the slide: Notice the reasoning. Read the fable. Find the sentence where the Fisherman explains 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 Fisherman says he would be foolish to give up what he has for a promise that may never come true.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about notice the reasoning. 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 "The Fish entreated for his life."

B "A Fisherman caught a single small Fish."

C "I should be a simple fellow to forego my present certain gain."

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: C. The Fisherman's logic is the message: do not give up what you have for a promise.

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 Fish's promise set up the Fisherman's wise response?

The Fish promises: "I shall soon become a large fish." The Fisherman sees through it: the future profit is uncertain, the present gain is real.

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 Fish's promise set up the Fisherman's wise response?

"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 Fish offers a grand future reward, but the Fisherman knows there is no guarantee. The contrast between the certain small gain and the uncertain large promise proves the message.

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 wise refusal."

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 one-sentence refusal.

A student found a dollar on the ground. Another student said, "Give it to me and I will bring you five dollars tomorrow." The student replied:

I CAN | I can write a wise refusal 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 wise refusal."

▶ 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 one-sentence refusal.

"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 keep the dollar I can see than wait for five I may never get."

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 Fisherman's reasoning is a stronger craft choice than a flat moral."

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 Fisherman's reasoning work better than the narrator saying "A bird in the hand is worth two in the bush"?

Why is the Fisherman's OWN reasoning more persuasive than a proverb?

I CAN | I can defend why a character's reasoning is stronger than a flat moral.

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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 Fisherman's reasoning is a stronger craft choice than a flat moral."

▶ Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why does the Fisherman's reasoning work better than the narrator saying "A bird in the hand is worth two in the bush"?

"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 Fisherman explains WHY he chooses as he does. The reader follows the logic step by step. A proverb tells you WHAT to think; the Fisherman shows you HOW to think.

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 a certain gain over an uncertain promise.

Show a character offered a future reward in exchange for giving up something real. Let the character explain the choice in one sentence.

**Show a character offered a future reward for giving up something real.
Let the character explain the choice.**

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 about choosing a certain gain over an uncertain promise. Show a character offered a future reward in exchange for giving up something real. Let the character explain the choice 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 "I should be a simple fellow to forego my present certain gain." The Fisherman explains his logic.

CHOOSE C. The Fisherman's reasoning IS the message.

SHOW The Fish promises a large future reward. The Fisherman sees through it. The contrast proves the lesson.

OWN Answers vary. One example: "I would rather keep the dollar I can see than wait for five I may never get."

DEFEND The Fisherman explains WHY, not just WHAT. The reader follows the logic. A proverb would just tell.

YOUR TURN Answers vary. One example: A squirrel found one acorn. A jay offered to show her a whole tree of acorns far away. The squirrel said, "This acorn is in my paw. Your tree might not even be there."

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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 SWOLLEN FOX" (AESOP, TRANS. TOWNSEND, 1867)

"A very hungry Fox, seeing some bread and meat left by shepherds in the hollow of an oak, crept into the hole and made a hearty meal. When he finished, he was so full that he was not able to get out, and began to groan and lament his fate. Another Fox passing by heard his cries, and coming up, inquired the cause of his complaining. On learning what had happened, he said to him, 'Ah, you will have to remain there, my friend, until you become such as you were when you crept in, and then you will easily get out.'"

What message does the author want the reader to learn?

- A** Foxes should not eat bread.
- B** Shepherds should guard their food.
- C** Taking more than you need can trap you.
- D** Foxes are not smart enough to avoid traps.

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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 Swollen Fox" 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

Foxes should not eat bread.

The story is not about what foxes eat. It is about the consequence of taking too much.

B

Shepherds should guard their food.

The shepherds are not the point. The message is about the Fox's greed.

C

Taking more than you need can trap you.

Correct.

The Fox ate so much he could not get out. The other Fox tells him he must shrink back to his original size. The author teaches that greed creates its own prison.

D

Foxes are not smart enough to avoid traps.

The Fox was not trapped by someone else. He trapped himself by eating too much.

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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.