

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 Punchline That Redefines the Argument

from "The Fox and the Leopard" (Aesop, trans. George Fyler Townsend, 1867)

The Leopard shows his spots. The Fox changes the rules. Instead of comparing skins, the Fox compares inner and outer beauty. The author uses a redefinition to deliver the message. This week we notice how the Fox's punchline changes the whole argument.

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 4 · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 18 of 36 · Cluster 4 · 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 Fox and the Leopard" 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 4 Module 2 · a class copy of "The Fox and the Leopard" (Aesop, trans. George Fyler Townsend, 1867, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from "The Fox and the Leopard" (main text) and "The Crow and the Raven" (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 Leopard

The Fox and the Leopard disputed which was the more beautiful of the two. The Leopard exhibited one by one the various spots which decorated his skin. But the Fox, interrupting him, said, "And how much more beautiful than you am I, who am decorated, not in body, but in mind."

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 Fox and the Leopard" 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 punchline that redefines the argument 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 Fox redefines the argument."

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 redefinition.

Read the fable. Find the sentence where the Fox changes what "beautiful" means.

"And how much more beautiful than you am I, who am decorated, not in body, but in mind."

I CAN | I can notice how the Fox redefines the argument.

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Grade 5 · Cluster 4 · 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 Fox redefines the argument."

▶ Read the I can statement aloud, then the task on the slide: Notice the redefinition. Read the fable. Find the sentence where the Fox changes what "beautiful" means.

"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 says his beauty is in his mind, not his skin. He changes the definition of "beautiful" to win the argument.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about notice the redefinition. 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 "Decorated, not in body, but in mind."

B "The Leopard exhibited the various spots which decorated his skin."

C "They disputed which was the more beautiful."

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

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Grade 5 · Cluster 4 · 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: A. The Fox's words redefine beauty as something internal. That redefinition IS the message.

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 Leopard's approach sets up the Fox's punchline."

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 Leopard's focus on his skin make the Fox's answer more powerful?

The Leopard shows his **outer beauty** one spot at a time. The Fox replies with **inner beauty** in one sentence. The contrast makes the punchline land.

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 Leopard's approach sets up the Fox's punchline."

▶ Read the I can statement aloud, then the task on the slide: Show how the story proves the message. How does the Leopard's focus on his skin make the Fox's answer more powerful?

"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 Leopard carefully shows each spot on his skin. That slow display of outer beauty makes the Fox's quick reply about inner beauty hit harder. The contrast proves the point.

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 punchline that redefines an argument."

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 punchline that changes the terms of the argument.

Two students argued over whose backpack was fancier. One said hers had more pockets, more zippers, and a better brand. The other smiled and said:

I CAN | I can write a punchline that redefines an argument.

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Grade 5 · Cluster 4 · 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 punchline that redefines an argument."

▶ 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 punchline that changes the terms of the argument.

"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: "Mine has a library book inside. That is the only decoration that matters."

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 redefinition is a stronger craft move than a direct statement."

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 "decorated in mind" more powerful than the narrator saying "inner beauty matters more"?

Why does the Fox's punchline land harder than a flat statement about inner beauty?

I CAN | I can defend why the Fox's redefinition is a stronger craft move.

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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 redefinition is a stronger craft move than a direct statement."

▶ Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why is "decorated in mind" more powerful than the narrator saying "inner beauty matters more"?

"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 does not argue against the Leopard. He changes the game entirely. That surprise makes the reader rethink the whole argument, which is more powerful than being told what 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 where one character redefines the argument.

Two characters argue about something surface-level. Let one character change the definition in one sentence.

**Two characters argue about something on the surface.
Let one character redefine what matters in one sentence.**

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 where one character redefines the argument. Two characters argue about something surface-level. Let one character change the definition 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 "Decorated, not in body, but in mind." The Fox redefines beauty to include the mind.

CHOOSE A. The Fox's words redefine the whole argument.

SHOW The Leopard slowly shows his spots. The Fox replies with one sentence about inner beauty. The contrast proves the point.

OWN Answers vary. One example: "Mine has a library book inside. That is the only decoration that matters."

DEFEND The Fox does not argue back. He changes the game. That surprise makes the reader rethink everything.

YOUR TURN Answers vary. One example: Two birds argued over whose feathers were brighter. A plain brown wren landed between them and sang the most beautiful song anyone had ever heard. "Color fades," the wren said. "But a song is remembered."

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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 CROW AND THE RAVEN" (AESOP, TRANS. TOWNSEND, 1867)

"A Crow was jealous of the Raven, because he was considered a bird of good omen and always attracted the attention of men, who noted by his flight the good or evil course of future events. Seeing some travelers approaching, the Crow flew up into a tree, and perching herself on one of the branches, cawed as loudly as she could. The travelers turned towards the sound and wondered what it foreboded, when one of them said to his companion, 'Let us proceed on our journey, my friend, for it is only the caw of a crow, and her cry, you know, is no omen.'"

What message does the author want the reader to learn?

- A** Crows are louder than ravens.
- B** Ravens are better than crows.
- C** Travelers should listen to bird calls.
- D** Pretending to be something you are not only makes you look foolish.

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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 Crow and the Raven" 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 D.

- A Crows are louder than ravens.**
The Crow cawed loudly, but the message is not about volume. It is about trying to be something you are not.
- B Ravens are better than crows.**
The story does not rank the birds. It teaches about pretending to be what you are not.
- C Travelers should listen to bird calls.**
The travelers correctly ignore the Crow. The message is about imitation, not about bird calls.
- D Pretending to be something you are not only makes you look foolish.**
Correct.
The Crow tried to act like a Raven and attract attention, but the travelers saw through it immediately. The author teaches that imitating others does not give you their qualities.

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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 D."

▶ 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.