

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 Lesson Learned Too Late

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

The Trees gave the man what he needed to cut them down. The old oak sees the mistake, but only after it is too late. The author places the lesson in a character who understands the error after the damage is done. This week we notice how a too-late realization delivers the message.

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 20 of 36 · Cluster 4 · 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 Trees and the Axe” 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 4 · a class copy of “The Trees and the Axe” (Aesop, trans. George Fyler Townsend, 1867, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from “The Trees and the Axe” (main text) and “The Fox and the Mask” (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 Trees and the Axe

A Man came into a forest and asked the Trees to provide him a handle for his axe. The Trees consented to his request and gave him a young ash-tree. No sooner had the man fitted a new handle to his axe from it, than he began to use it and quickly felled with his strokes the noblest giants of the forest. An old oak, lamenting when too late the loss of his companions, said to a neighboring cedar, “The first step has lost us all. If we had not given up the rights of the ash, we might yet have retained our own privileges and have stood for ages.”

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 Trees and the Axe” 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 lesson learned too late 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 realizes the mistake too late."

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 realization.

Read the fable. Find the sentence where the oak realizes the mistake.

"The first step has lost us all. If we had not given up the rights of the ash, we might yet have retained our own privileges and have stood for ages."

I CAN | I can notice the moment a character realizes the mistake too late.

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Grade 5 · Cluster 4 · Published Texts & Mentor Texts · Monday

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 20 of 36 · Cluster 4 · Module 4 · slide 3 of 11

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 realizes the mistake too late."

▶ Read the I can statement aloud, then the task on the slide: Notice the realization. Read the fable. Find the sentence where the oak realizes the mistake.

"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 oak says the first step (giving away the ash) caused all the loss. But the realization comes too late to change anything.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about notice the realization. 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 Man came into a forest and asked the Trees."

B "The Trees consented to his request."

C "The first step has lost us all."

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

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TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 20 of 36 · Cluster 4 · Module 4 · slide 4 of 11

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 oak's words name the lesson: a small concession can lead to total loss.

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 Trees' generosity lead to their downfall?

The Trees freely gave the ash. **The man used it to cut them all down.** Their own generosity armed the one who would use it against them.

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

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TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 20 of 36 · Cluster 4 · Module 4 · slide 5 of 11

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 Trees' generosity lead to their downfall?

"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 Trees gave the man the handle he needed. He used their own gift to cut them down. The story proves that a small concession to the wrong person can cost everything.

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 too-late realization."

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 a character realizes the mistake too late.

A team shared their strategy with a new member. The new member joined the other team and used the strategy against them.

I CAN | I can write a too-late realization.

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TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 20 of 36 · Cluster 4 · Module 4 · slide 6 of 11

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 too-late realization."

▶ 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 a character realizes the mistake too late.

"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: "We gave away our best idea. Now we have to face it from the other side."

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 too-late realization is a stronger craft move than a warning at the start."

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 oak's "too late" realization more powerful than a warning at the beginning?

The narrator could have warned the Trees at the start. Why does the too-late realization hit harder?

I CAN | I can defend why a too-late realization is more powerful than an early warning.

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Grade 5 · Cluster 4 · Published Texts & Mentor Texts · Friday

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 20 of 36 · Cluster 4 · Module 4 · slide 7 of 11

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 too-late realization is a stronger craft move than a warning at the start."

▶ Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why is the oak's "too late" realization more powerful than a warning at the beginning?

"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: A warning at the start would prevent the story from happening. The too-late realization lets the reader feel the loss alongside the oak. The lesson sticks because the damage is real.

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 character realizes the mistake too late.

Show a character making a small concession. Then show how it leads to a bigger loss. End with the realization.

**Show a small concession.
Show how it leads to a bigger loss.
End with the too-late realization.**

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

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Grade 5 · Cluster 4 · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 20 of 36 · Cluster 4 · Module 4 · slide 8 of 11

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 character realizes the mistake too late. Show a character making a small concession. Then show how it leads to a bigger loss. End with the realization. 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 first step has lost us all.” The oak realizes the mistake after the damage is done.

CHOOSE C. The oak names the lesson: a small concession to the wrong person can cost everything.

SHOW The Trees gave the ash freely. The man used it to cut them down. Their gift became the weapon.

OWN Answers vary. One example: **“We gave away our best idea. Now we have to face it from the other side.”**

DEFEND The too-late realization lets the reader feel the loss. A warning at the start would prevent the story.

YOUR TURN Answers vary. One example: The bees let the bear taste one drop of honey. The bear came back the next day and took the whole hive. The oldest bee said, **“One taste was all he needed to know what we had.”**

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Grade 5 · Cluster 4 · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 20 of 36 · Cluster 4 · Module 4 · slide 9 of 11

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 FOX AND THE MASK” (AESOP, TRANS. TOWNSEND, 1867)

“A Fox entered the house of an actor and, rummaging through all his properties, came upon a Mask, an admirable imitation of a human head. He placed his paws on it and said, ‘What a beautiful head! Yet it is of no value, as it entirely lacks brains.’”

What message does the author want the reader to learn?

- A** Foxes should not enter houses.
- B** Actors use masks that look real.
- C** A beautiful outside is worthless without substance inside.
- D** Foxes are smarter than humans.

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Grade 5 • Cluster 4 • Published Texts & Mentor Texts

TEKS 5.10(A) • 5.12(A) • Published Texts & Mentor Texts • Week 20 of 36 • Cluster 4 • Module 4 • slide 10 of 11

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 Fox and the Mask” 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 enter houses.**

The story is not about where foxes go. It is about valuing substance over appearance.

B **Actors use masks that look real.**

The mask is realistic, but the lesson is about what is inside, not about acting.

A beautiful outside is worthless without substance inside.

C **Correct.**

The Fox sees a beautiful mask but notes it has no brains. The author teaches that outward beauty without inner value is empty.

Foxes are smarter than humans.

D The Fox makes a wise observation, but the message is about appearance versus substance, not about fox intelligence.

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Grade 5 · Cluster 4 · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 20 of 36 · Cluster 4 · Module 4 · slide 11 of 11

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 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.