

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

Greed Defeats Itself

from “The Woman and Her Hen” (Aesop, trans. George Fyler Townsend, 1867)

The Woman wanted more and got less. The author does not need a character to speak the lesson. The RESULT delivers the message. When the Hen stops laying, the reader understands what greed costs. This week we notice how a consequence can carry the message without a single word of explanation.

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 5 · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 22 of 36 · Cluster 5 · 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 Woman and Her Hen” 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 5 Module 2 · a class copy of “The Woman and Her Hen” (Aesop, trans. George Fyler Townsend, 1867, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from “The Woman and Her Hen” (main text) and “The Dogs and the 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 Woman and Her Hen

A Woman possessed a Hen that gave her an egg every day. She often pondered how she might obtain two eggs daily instead of one, and at last, to gain her purpose, determined to give the Hen a double allowance of barley. From that day the Hen became fat and sleek, and never once laid another egg.

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 Woman and Her Hen" 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 greed defeats itself 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 result 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 result.

Read the fable. What is the result of the Woman's plan?

The Hen received a double allowance of barley. "From that day the Hen became fat and sleek, and never once laid another egg."

I CAN | I can notice how the result delivers the message without words.

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Grade 5 · Cluster 5 · 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 result delivers the message."

▶ Read the I can statement aloud, then the task on the slide: Notice the result. Read the fable. What is the result of the Woman's plan?

"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 Hen stops laying eggs entirely. The Woman wanted two eggs and got zero. The result 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 result. 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 She often pondered how she might obtain two eggs daily.

B The Hen became fat and sleek, and never once laid another egg.

C A Woman possessed a Hen that gave her an egg every day.

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

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Grade 5 · Cluster 5 · 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. The result (fat Hen, zero eggs) is the message: trying to get more can cost you what you already have.

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 Woman's plan backfire?

She had **one egg every day**. She wanted two, so she overfed the Hen. Now she has **zero eggs**. Greed cost her what she had.

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

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Grade 5 · Cluster 5 · 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 Woman's plan backfire?

"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 Woman had a reliable egg. Her plan to double it destroyed what she had. The contrast between one-a-day and zero proves that greed defeats itself.

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 result that carries 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 one-sentence result that delivers the lesson.

A student who earned a B+ on every test decided to copy answers to get an A.

I CAN | I can write a result that carries the message without explanation.

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Grade 5 · Cluster 5 · 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 result that carries 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 one-sentence result that delivers 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: "The teacher caught the copying, and the student received a zero instead."

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 letting the result speak is stronger than adding a moral at the end."

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 "never once laid another egg" a stronger ending than a narrator saying "Greed costs more than it gains"?

The author could have added a moral sentence. Why is the bare result a better ending?

I CAN | I can defend why letting the result speak is a stronger craft choice.

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Grade 5 · Cluster 5 · 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 letting the result speak is stronger than adding a moral at the end."

▶ Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why is "never once laid another egg" a stronger ending than a narrator saying "Greed costs more than it gains"?

"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 result speaks for itself. The reader feels the loss and draws the conclusion. A moral at the end would tell the reader what to think, but the result lets the reader think it.

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 greed defeats itself.

Show a character who has something good. Let greed lead to a result that is worse than what they started with. No character needs to speak the lesson.

**Show a character who has something good.
Let greed make it worse.
The result IS the message.**

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 greed defeats itself. Show a character who has something good. Let greed lead to a result that is worse than what they started with. No character needs to speak 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 "Never once laid another egg." The result IS the message. Greed cost the Woman everything.

CHOOSE B. The result (fat Hen, zero eggs) says it all.

SHOW One egg a day became zero. The Woman's plan to double her gain destroyed what she had.

OWN Answers vary. One example: **"The teacher caught the copying, and the student received a zero instead."**

DEFEND The bare result speaks for itself. The reader draws the conclusion alone. That is more powerful than being told.

YOUR TURN Answers vary. One example: A gardener had a tree that gave five apples a week. She poured triple the fertilizer, hoping for ten. The roots burned, the leaves browned, and the tree gave nothing at all.

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

“Some Dogs, finding the skin of a lion, began to tear it in pieces with their teeth. A Fox, seeing them, said, ‘If this lion were alive, you would soon find out that his claws were stronger than your teeth.’”

What message does the author want the reader to learn?

- A** Dogs are stronger than lions.
- B** Lion skins are easy to find.
- C** Foxes always tell the truth.
- D** It is easy to be brave when there is no real danger.

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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 Dogs and the 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 D.

A Dogs are stronger than lions.

The Fox's point is the opposite: the dogs are only brave because the lion is gone.

B Lion skins are easy to find.

The story is not about finding skins. It is about courage that appears only when there is no danger.

C Foxes always tell the truth.

The Fox makes a wise observation, but the lesson is about the Dogs' false bravery.

It is easy to be brave when there is no real danger.

D Correct.

The Dogs attack the lion's skin only because the lion is not alive. The Fox points out that real bravery requires a real threat. The author teaches that courage shown without risk is not real courage.

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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.