

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

Actions Reveal What Words Hide

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

The Hunter asks about the Lion but runs when offered the real thing. His words say one thing; his actions say another. The author lets the gap between words and actions deliver the message. This week we notice how actions reveal what words try to hide.

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 24 of 36 · Cluster 5 · 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 Hunter and the Woodman” 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 4 · a class copy of “The Hunter and the Woodman” (Aesop, trans. George Fyler Townsend, 1867, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from “The Hunter and the Woodman” (main text) and “The Shepherd and the Dog” (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 Hunter and the Woodman

A Hunter, not very bold, was searching for the tracks of a Lion. He asked a man felling oaks in the forest if he had seen any marks of his footsteps or knew where his lair was. "I will," said the man, "at once show you the Lion himself." The Hunter, turning very pale and chattering with his teeth from fear, replied, "No, thank you. I did not ask that; it is his track only I am in search of, not the Lion himself."

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 Hunter and the Woodman" 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 actions reveal what words hide 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 gap between what a character says and what a character does."

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 gap.

Read the fable. Find the moment where the Hunter's words and actions do not match.

Words: He asks where the Lion is. Action: He turns pale and says "I did not ask that; it is his track only I am in search of."

I CAN | I can notice the gap between what a character says and what a character does.

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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 the gap between what a character says and what a character does."

▶ Read the I can statement aloud, then the task on the slide: Notice the gap. Read the fable. Find the moment where the Hunter's words and actions do not match.

"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 Hunter asks for the Lion's tracks but refuses the Lion himself. His words pretend to be brave, but his fear reveals the truth.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about notice the gap. 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 reveals the Hunter's true character."

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 reveal.

Which sentence best shows who the Hunter really is?

A "It is his track only I am in search of, not the Lion himself."

B "A Hunter was searching for the tracks of a Lion."

C "I will at once show you the Lion himself."

I CAN | I can choose the sentence that best reveals the character's true nature.

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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 reveals the Hunter's true character."

▶ Read the I can statement aloud, then the task on the slide: Choose the reveal. Which sentence best shows who the Hunter really is?

"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 Hunter's excuse reveals his cowardice. He wanted the appearance of bravery without the reality.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choose the reveal. 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 author sets up the reveal."

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 Woodman's offer set up the Hunter's true character?

The Hunter asks about the Lion. The Woodman offers the real thing. The Hunter backs away. The offer is the test. The reaction is the truth.

I CAN | I can explain how the story reveals the character's true nature.

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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 author sets up the reveal."

▶ Read the I can statement aloud, then the task on the slide: Show how the story proves the message. How does the Woodman's offer set up the Hunter's true character?

"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 Woodman's offer is a test the Hunter did not expect. When the real Lion is offered, the Hunter reveals that he never wanted to find it.

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 moment where actions reveal what words hide."

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 character's action reveals the truth.

A student told everyone she loved roller coasters. When the group reached the front of the line, she said:

I CAN | I can write a moment where actions reveal the truth.

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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 moment where actions reveal what words hide."

▶ 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 character's action reveals the truth.

"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: "Actually, I just want to hold the bags while you ride."

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 actions revealing the truth is a stronger craft move than having a character confess."

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 Hunter's panicked excuse more powerful than if he simply said "I am afraid"?

The Hunter could have admitted his fear. Why is the excuse more revealing?

I CAN | I can defend why actions revealing the truth is stronger than confession.

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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 actions revealing the truth is a stronger craft move than having a character confess."

▶ Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why is the Hunter's panicked excuse more powerful than if he simply said "I am afraid"?

"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 excuse tries to save face, which makes the cowardice worse. A confession would be honest. The excuse shows the Hunter is not just scared but also pretending not to be.

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 actions reveal what words hide.

Show a character who claims something brave. Then let a test reveal the truth through their actions, not their words.

**Show a character who claims something brave.
Let a test reveal the truth through actions, not words.**

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 where actions reveal what words hide. Show a character who claims something brave. Then let a test reveal the truth through their actions, not their words. 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 Hunter asks for the Lion's tracks but refuses the real Lion. His words and actions do not match.

CHOOSE A. The Hunter's excuse reveals he never wanted to find the Lion.

SHOW The Woodman's offer is the test. The Hunter's retreat is the truth.

OWN Answers vary. One example: "Actually, I just want to hold the bags while you ride."

DEFEND The excuse tries to save face, which makes the cowardice worse. A confession would be honest. The excuse reveals both fear and pretense.

YOUR TURN Answers vary. One example: A cat told the mice he had become a vegetarian. The mice came out to play. But when a piece of cheese rolled across the floor, the cat pounced before anyone could blink.

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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 SHEPHERD AND THE DOG" (AESOP, TRANS. TOWNSEND, 1867)

"A Shepherd penning his sheep in the fold for the night was about to shut up a wolf with them, when his Dog perceiving the wolf said, 'Master, how can you expect the sheep to be safe if you admit a wolf into the fold?'"

What message does the author want the reader to learn?

- A** Dogs are smarter than shepherds.
- B** You cannot protect what you value if you let a threat inside.
- C** Wolves always look like sheep.
- D** Shepherds should not use dogs.

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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 Shepherd and the Dog" 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 Dogs are smarter than shepherds.**
The Dog sees the wolf, but the message is about letting danger in, not about intelligence.
- B You cannot protect what you value if you let a threat inside.**
Correct.
The Shepherd almost locked a wolf in with his sheep. The Dog asks how the sheep can be safe with a wolf among them. The author teaches that admitting a known threat defeats your own protection.
- C Wolves always look like sheep.**
The story does not say the wolf was disguised. The Shepherd simply did not notice it.
- D Shepherds should not use dogs.**
The Dog saved the situation. The lesson is about watchfulness, not about dogs.

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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.