

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

Dialogue That Delivers the Lesson

from “The Trees Under the Protection of the Gods” (Aesop, trans. George Fyler Townsend, 1867)

The gods argue about which tree deserves protection. Minerva picks the olive because it bears fruit. Jupiter answers with the fable’s lesson: “unless what we do is useful, the glory of it is vain.” The message arrives through a character’s own words.

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 6 · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 27 of 36 · Cluster 6 · Module 3 · 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 Under the Protection of the Gods” 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 6 Module 3 · a class copy of “The Trees Under the Protection of the Gods” (Aesop, trans. George Fyler Townsend, 1867, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from “The Trees Under the Protection of the Gods” (main text) and “To Any Reader” (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 Under the Protection of the Gods

THE GODS, according to an ancient legend, made choice of certain trees to be under their special protection. Jupiter chose the oak, Venus the myrtle, Apollo the laurel, Cybele the pine, and Hercules the poplar. Minerva, wondering why they had preferred trees not yielding fruit, inquired the reason for their choice. Jupiter replied, "It is lest we should seem to covet the honour for the fruit." But said Minerva, "Let anyone say what he will the olive is more dear to me on account of its fruit." Then said Jupiter, "My daughter, you are rightly called wise; for unless what we do is useful, the glory of it is vain."

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 Trees Under the Protection of the Gods" 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 a dialogue that delivers the lesson 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 sentence where the character delivers 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"

Notice the message.

Read the fable. Find the sentence where Jupiter states the lesson.

"My daughter, you are rightly called wise; for unless what we do is useful, the glory of it is vain."

I CAN | I can notice the sentence where Jupiter delivers the author's message.

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Grade 5 · Cluster 6 · 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 sentence where the character delivers the author's message."

▶ Read the I can statement aloud, then the task on the slide: Notice the message. Read the fable. Find the sentence where Jupiter states 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 NOTICE row of the tracking sheet.

ANSWER KEY: Jupiter says, "for unless what we do is useful, the glory of it is vain." That sentence is the fable's lesson: usefulness matters more than appearance.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about notice 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

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? Use the fable to decide.

A "Jupiter chose the oak, Venus the myrtle."

B "The olive is more dear to me on account of its fruit."

C "Unless what we do is useful, the glory of it is vain."

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

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Grade 5 • Cluster 6 • 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? Use the fable to decide.

"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. Jupiter's final words deliver the lesson. B lists details. C is Minerva's preference, which leads to the message but is not the message itself.

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 fable 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 fable proves the message.

How does the contrast between the gods' choices and Minerva's choice prove the message about usefulness?

The other gods pick beautiful trees. Minerva picks the olive **because it bears fruit**. Jupiter calls her wise. **The contrast proves that usefulness outweighs beauty alone.**

I CAN | I can show how the contrast between the gods' choices proves the message.

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Grade 5 • Cluster 6 • 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 fable proves the message."

▶ Read the I can statement aloud, then the task on the slide: Show how the fable proves the message. How does the contrast between the gods' choices and Minerva's choice prove the message about usefulness?

"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 other gods choose trees for beauty or strength. Minerva chooses the olive for its fruit. Jupiter praises her choice. The contrast proves that what is useful holds more real value than what is only impressive.

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 fable 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 short dialogue where a character delivers the lesson."

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.

Write a short dialogue (two or three speakers) where one character explains why something useful matters more than something that only looks impressive. End with a sentence that states the lesson.

Write a short dialogue.
One character defends something useful. Another defends something impressive.
End with a sentence that states the lesson, the way Jupiter does.

I CAN | I can write my own dialogue where a character delivers the lesson.

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Grade 5 · Cluster 6 · 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 short dialogue where a character delivers the lesson."

▶ Read the I can statement aloud, then the task on the slide: Own it. Try the craft move. Write a short dialogue (two or three speakers) where one character explains why something useful matters more than something that only looks impressive. End with a sentence that states 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 paintbrush said, 'I make everything beautiful.' The eraser said, 'I fix every mistake.' The pencil said, 'Beauty fades, but the work the eraser saves lives on.'"

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 author uses dialogue to deliver 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"

Defend the author's choice.

The author could have written, "Usefulness matters more than glory." Why is Jupiter saying the lesson inside the story more powerful?

**"Unless what we do is useful, the glory of it is vain."
Why does hearing it from Jupiter inside the story hit harder than a statement
outside the story?**

I CAN | I can defend why the author uses dialogue instead of stating the lesson directly.

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Grade 5 • Cluster 6 • 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 the author uses dialogue to deliver the message."

▶ Read the I can statement aloud, then the task on the slide: Defend the author's choice. The author could have written, "Usefulness matters more than glory." Why is Jupiter saying the lesson inside the story more powerful?

"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: When Jupiter says the lesson, it carries the weight of a god who just watched Minerva prove it. A statement outside the story tells the reader. A character inside the story shows the reader why the lesson is true.

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 with a dialogue that delivers the lesson.

Choose two or three characters who disagree about what matters. Let one of them state the lesson in their own words at the end.

**Choose characters who disagree about what matters.
Let them talk it out.
End with one character stating the lesson, the way Jupiter
does.**

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 with a dialogue that delivers the lesson. Choose two or three characters who disagree about what matters. Let one of them state the lesson in their own words at the end. 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 Jupiter says, "for unless what we do is useful, the glory of it is vain." That final sentence is the fable's message, delivered through a character's own words.

CHOOSE C. Jupiter's statement is the lesson. B lists what the gods chose. C is Minerva's reason, not the message itself.

SHOW The other gods choose beauty. Minerva chooses usefulness. Jupiter calls her wise. The contrast proves usefulness outweighs empty glory.

OWN Answers vary. One example: "The hammer said, 'I am the strongest.' The nail said, 'Without me, nothing holds.' The carpenter said, 'Strength means nothing if it cannot hold things together.'"

DEFEND A character speaking inside the story carries authority. Jupiter watched Minerva prove the point, then named the truth. A rule on a page tells. A god in a story shows.

YOUR TURN Answers vary. One example: "The crown argued with the plow. 'I am beautiful,' said the crown. 'I feed the kingdom,' said the plow. The farmer said, 'A hungry kingdom has no use for a crown.'"

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 “TO ANY READER” (ROBERT LOUIS STEVENSON, A CHILD’S GARDEN OF VERSES, 1885)

“So you may see, if you will look / Through the windows of this book, / Another child, far, far away, / And in another garden, play. / But do not think you can at all, / By knocking on the window, call / That child to hear you.”

What is the poet’s purpose?

A To describe a garden outside a house.

B To show that reading lets you see into another world, but you cannot reach the people inside it.

C To warn children not to knock on windows.

D To explain how mothers watch their children play.

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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 “To Any Reader” from Robert Louis Stevenson, A Child’s Garden of Verses, 1885.”

▶ 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.

To describe a garden outside a house.

- A** The garden is a comparison, not the purpose. The poet uses it to explain how reading a book is like looking through a window at another world.

To show that reading lets you see into another world, but you cannot reach the people inside it.

Correct.

- B** The poet compares a book to a window. You can see the child playing, but you cannot call to him. Reading connects you to another life, but the connection is one way.

To warn children not to knock on windows.

- C** The knocking is a figure of speech. The poet means that no matter how real a book feels, you cannot enter its world.

To explain how mothers watch their children play.

- D** The mother watching is the starting comparison, not the message. The purpose is about how books let us observe lives we can never touch.

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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 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.