

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

Change of Mind Delivers the Lesson

from "The Dog's House" (Aesop, trans. George Fyler Townsend, 1867)

The Dog makes a plan when he is cold, then abandons it when he is comfortable. His change of mind IS the lesson: comfort makes us forget the need we felt before. The author lets the character's own decision teach the reader.

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 7 · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 29 of 36 · Cluster 7 · Module 1 · 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 Dog's House" 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 7 Module 1 · a class copy of "The Dog's House" (Aesop, trans. George Fyler Townsend, 1867, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from "The Dog's House" (main text) and "The City Mouse Lives in a House" (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 Dog's House

IN THE WINTERTIME, a Dog curled up in as small a space as possible on account of the cold, determined to make himself a house. However when the summer returned again, he lay asleep stretched at his full length and appeared to himself to be of a great size. Now he considered that it would be neither an easy nor a necessary work to make himself such a house as would accommodate him.

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 Dog's House" 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 character's change of mind 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 how the Dog's change of mind 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 change of mind.

Read the fable. What does the Dog decide in winter? What does he decide in summer? What does the change reveal?

**Winter: "determined to make himself a house."
Summer: "it would be neither an easy **nor a necessary** work."
The same Dog, two opposite decisions.**

I CAN | I can notice how the Dog's change of mind from winter to summer delivers the lesson.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Published Texts & Mentor Texts · Monday

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 29 of 36 · Cluster 7 · Module 1 · 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 how the Dog's change of mind delivers the author's message."

▶ Read the I can statement aloud, then the task on the slide: Notice the change of mind. Read the fable. What does the Dog decide in winter? What does he decide in summer? What does the change reveal?

"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: In winter the Dog was cold and determined to build a house. In summer he stretched out, felt large, and decided a house was "neither easy nor necessary." His change of mind reveals the message: comfort makes us forget the need we felt before.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about notice the change of mind. 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 detail that best explains the Dog's reason for changing his mind."

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 turning point.

Which detail best explains WHY the Dog changes his mind?

A "He lay asleep stretched at his full length and appeared to himself to be of a great size."

B "A Dog curled up in as small a space as possible."

C "The summer returned again."

I CAN | I can choose the detail that explains why the Dog changes his mind.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Published Texts & Mentor Texts · Tuesday

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 29 of 36 · Cluster 7 · Module 1 · 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 detail that best explains the Dog's reason for changing his mind."

▶ Read the I can statement aloud, then the task on the slide: Choose the turning point. Which detail best explains WHY the Dog changes his mind?

"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. Feeling large and comfortable is what makes the Dog decide a house is unnecessary. B shows his winter discomfort (the motivation to build), and C is the season change, which is the setting, not the reason.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choose the turning point. 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 do the Dog's two opposite decisions prove that comfort makes us forget our needs?

**Cold Dog: "determined to make himself a house."
Warm Dog: "neither an easy nor a necessary work."
Nothing changed except the weather and the Dog's comfort.**

I CAN | I can show how the two decisions prove the message about comfort and forgetfulness.

The Writing Academy®, LLC

Grade 5 • Cluster 7 • Published Texts & Mentor Texts • Wednesday

TEKS 5.10(A) • 5.12(A) • Published Texts & Mentor Texts • Week 29 of 36 • Cluster 7 • Module 1 • 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 fable proves the message."

▶ Read the I can statement aloud, then the task on the slide: Show how the fable proves the message. How do the Dog's two opposite decisions prove that comfort makes us forget our needs?

"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 Dog's need for shelter did not disappear. Winter will return. But comfort made him forget. The two opposite decisions, made by the same dog about the same problem, prove that feeling good right now can erase a plan we truly needed.

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 fable where a character's change of mind 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 story (three to five sentences) where a character makes a plan during a hard time, then abandons it when things get easier.

Write a short story.
A character makes a plan during a hard time.
The character abandons the plan when things get easier.
Let the change of mind teach the reader the lesson.

I CAN | I can write a short fable where a character's change of mind delivers the lesson.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Published Texts & Mentor Texts · Thursday

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 29 of 36 · Cluster 7 · Module 1 · 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 short fable where a character's change of mind delivers the lesson."

▶ Read the I can statement aloud, then the task on the slide: Own it. Try the craft move. Write a short story (three to five sentences) where a character makes a plan during a hard time, then abandons it when things get easier. Let the change of mind carry your 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 OWN row of the tracking sheet.

ANSWER KEY: Answers vary. One example: "A squirrel who was hungry all winter promised to store twice as many acorns next fall. When autumn came and the tree was full of acorns, she ate them one by one and stored nothing. Winter came again, and she was hungry again."

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 lets the character's decision teach the lesson instead of stating it."

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, "Do not let comfort make you forget your needs." Why is showing the Dog's change of mind more powerful?

Winter: "determined." Summer: "not necessary."
Why is watching the Dog change his own mind more powerful than a rule?

I CAN | I can defend why the author uses the character's change of mind instead of a stated lesson.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Published Texts & Mentor Texts · Friday

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 29 of 36 · Cluster 7 · Module 1 · 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 the author lets the character's decision teach the lesson instead of stating it."

▶ Read the I can statement aloud, then the task on the slide: Defend the author's choice. The author could have written, "Do not let comfort make you forget your needs." Why is showing the Dog's change of mind 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: A stated rule tells you not to forget. But watching the Dog forget is different. You see yourself in the Dog. You recognize the feeling of making a plan when things are hard and dropping it when things are easy. The story teaches by recognition, not instruction.

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 about a character who forgets a plan.

Create a character who makes an important plan during a hard time. Show how comfort causes the character to abandon the plan. Let the reader see the lesson in the character's own choice.

**Create a character who makes a plan during a hard time.
Show how comfort makes the character forget.
Let the change of mind teach the reader the lesson.**

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

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 29 of 36 · Cluster 7 · Module 1 · 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 about a character who forgets a plan. Create a character who makes an important plan during a hard time. Show how comfort causes the character to abandon the plan. Let the reader see the lesson in the character's own choice. 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 In winter the Dog was cold and determined to build. In summer he felt large and decided it was unnecessary. His flip reveals the message: comfort erases the memory of need.

CHOOSE A. Feeling large and comfortable is the turning point. The Dog's self-image, not the weather itself, causes him to abandon his plan.

SHOW Same dog, same need, opposite decisions. The only thing that changed was his comfort. That proves comfort can make us forget what we truly need.

OWN Answers vary. One example: "A bird shivered on a branch all winter and vowed to build a warmer nest. When spring arrived, the sun was so warm she forgot. The next winter she shivered again."

DEFEND Watching the Dog forget is more powerful than hearing a rule because the reader recognizes the pattern in their own life. The lesson arrives through self-recognition, not instruction.

YOUR TURN Answers vary. One example: "An ant who nearly ran out of food promised to dig a deeper pantry. Summer was so easy she spent her time playing instead. When the rains came, her pantry was as shallow as before."

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 29 of 36 · Cluster 7 · Module 1 · 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 CITY MOUSE LIVES IN A HOUSE" (CHRISTINA ROSSETTI, SING-SONG, 1893)

"The city mouse lives in a house; / The garden mouse lives in a bower, / He's friendly with the frogs and toads, / And sees the pretty plants in flower. / The city mouse eats bread and cheese; / The garden mouse eats what he can; / We will not grudge him seeds and stalks, / Poor little timid furry man."

What is the poet's purpose?

- A** To explain where mice live.
- B** To compare two ways of living and suggest the simpler life has its own richness.
- C** To argue that city mice are lonely.
- D** To teach children about what mice eat.

The Writing Academy®, LLC

Grade 5 • Cluster 7 • Published Texts & Mentor Texts

TEKS 5.10(A) • 5.12(A) • Published Texts & Mentor Texts • Week 29 of 36 • Cluster 7 • Module 1 • 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 City Mouse Lives in a House" from Christina Rossetti, Sing-Song, 1893."

▶ 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 explain where mice live.

- A** The poem names two places, but the purpose goes deeper. The poet contrasts the two lives to show that the simpler one has its own richness.

To compare two ways of living and suggest the simpler life has its own richness.

Correct.

- B** The city mouse has a house and bread. The garden mouse has a bower, frogs, and flowers. The poet says "we will not grudge him," showing tenderness for the simpler life. The comparison reveals that richness is not about possessions.

To argue that city mice are lonely.

- C** The poem does not say the city mouse is lonely. It simply contrasts two lives without calling either one bad.

To teach children about what mice eat.

- D** The food details support the comparison, but the purpose is not a science lesson. It is about two ways of living and which one the poet admires.

The Writing Academy®, LLC

Grade 5 · Cluster 7 · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 29 of 36 · Cluster 7 · Module 1 · 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 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.