

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

Gratitude Shown Through Action

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

The Eagle does not say thank you. He saves the Peasant’s life by pulling him away from a collapsing wall. The author shows gratitude through action, not words. This week we notice how a character’s ACTION delivers the message better than any speech.

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 31 of 36 · Cluster 7 · 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 Peasant and the Eagle” 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 3 · a class copy of “The Peasant and the Eagle” (Aesop, trans. George Fyler Townsend, 1867, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from “The Peasant and the Eagle” (main text) and “Heartsease in my garden bed” (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 Peasant and the Eagle

A Peasant found an Eagle captured in a trap, and much admiring the bird, set him free. The Eagle did not prove ungrateful to his deliverer, for seeing the Peasant sitting under a wall which was not safe, he flew toward him and with his talons snatched a bundle from his head. When the Peasant rose in pursuit, the Eagle let the bundle fall again. Taking it up, the man returned to the same place, to find that the wall under which he had been sitting had fallen to pieces; and he marveled at the service rendered him by the Eagle.

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 Peasant and the Eagle" 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 gratitude shown through action 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 Eagle shows gratitude through action, not words."

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 action.

What does the Eagle do instead of saying thank you?

The Eagle **snatches the Peasant's bundle** to lure him away from a **wall about to collapse**. That action is the thank-you.

I CAN | I can notice how the Eagle shows gratitude through action, not words.

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Grade 5 · Cluster 7 · 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 Eagle shows gratitude through action, not words."

▶ Read the I can statement aloud, then the task on the slide: Notice the action. What does the Eagle do instead of saying thank you?

"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 Eagle pulls the Peasant away from danger without a word. That action IS the gratitude.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about notice the action. 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 line that best states 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"

Choose the message.

Which best states the author's message?

A A Peasant found an Eagle captured in a trap.

B The Eagle snatched a bundle to lure the Peasant away from danger.

C The wall had fallen to pieces.

I CAN | I can choose the line that best states the message.

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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 line that best states the message."

▶ Read the I can statement aloud, then the task on the slide: Choose the message. Which 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 Eagle's action (snatching the bundle) saved the Peasant. That is gratitude in deeds.

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 text 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 it proves the message.

How does the Eagle's wordless action prove the message about gratitude?

How does the Eagle's wordless action prove the message about gratitude?

I CAN | I can show how the text proves the message.

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Grade 5 · Cluster 7 · 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 text proves the message."

▶ Read the I can statement aloud, then the task on the slide: Show how it proves the message. How does the Eagle's wordless action prove the message about gratitude?

"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 Eagle did not explain. He acted. The Peasant only understood afterward. Wordless action proves gratitude is real.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

SHOW at Independent is about show how it 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 try the craft move myself."

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 moment where a character shows gratitude through action, not words.

Show gratitude through **action, not words.**

I CAN | I can try the craft move myself.

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Grade 5 · Cluster 7 · 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 try the craft move myself."

▶ Read the I can statement aloud, then the task on the slide: Own it. Try the craft move. Write a moment where a character shows gratitude through action, not words.

"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: "She never said thank you, but every morning she left a warm muffin on his desk."

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 this craft move works."

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 does the Eagle's silent rescue work better than a spoken thank-you?

Why does the Eagle's silent rescue work better than a spoken thank-you?

I CAN | I can defend why this craft move works.

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Grade 5 · Cluster 7 · 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 this craft move works."

▶ Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why does the Eagle's silent rescue work better than a spoken thank-you?

"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 spoken thank-you is easy. An action that costs effort proves the gratitude 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 about gratitude shown through action.

Show a character who received a kindness. Let them repay it with an action, not words.

A kindness received. A wordless action that repays it.

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 about gratitude shown through action. Show a character who received a kindness. Let them repay it with an action, not 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 Eagle snatches the bundle to save the Peasant. Action, not words.

CHOOSE B. The Eagle's rescue IS the gratitude.

SHOW Wordless, costly action proves gratitude is real.

OWN Answers vary. One example: **"She never said thank you, but every morning she left a warm muffin on his desk."**

DEFEND A spoken thanks is easy. An action that costs something proves the feeling.

YOUR TURN Answers vary. One example: A mouse untangled a hawk from a net. Weeks later, the hawk dropped a seed onto the mouse's bare ground. That seed grew into the only tree for miles.

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 “HEARTSEASE IN MY GARDEN BED” (CHRISTINA ROSSETTI, SING-SONG, 1893)

**“Heartsease in my garden bed,
With sweetwilliam white and red,
Carnation, lily, rose,
And the bush that no one knows.”**

What is the poet’s purpose in this poem?

- A** To list all the flowers in a garden.
- B** To show that a garden holds both the familiar and the unknown.
- C** To teach the names of garden plants.
- D** To describe only red and white flowers.

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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 “Heartsease in my garden bed” 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.

- A To list all the flowers in a garden.**
The poet lists a few, but the last line (“the bush that no one knows”) suggests mystery, not a catalog.
- B To show that a garden holds both the familiar and the unknown.**
Correct.
The poet names well-known flowers, then adds “the bush that no one knows.” That last line changes the poem from a list to a mystery.
- C To teach the names of garden plants.**
The poem is not a lesson. The unknown bush is the surprise that gives the poem its point.
- D To describe only red and white flowers.**
The poem includes many colors and ends with a mystery, not a color description.

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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.