

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

The Wise Voice After the Disappointment

from “The Fishermen” (Aesop, trans. George Fyler Townsend, 1867)

The old Fisherman does not scold. He explains that extreme joy leads to extreme sorrow. His calm wisdom after the group’s disappointment IS the message. This week we notice how a calm, wise voice after a setback delivers the lesson.

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 8 · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 33 of 36 · Cluster 8 · 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 Fishermen” 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 8 Module 1 · a class copy of “The Fishermen” (Aesop, trans. George Fyler Townsend, 1867, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from “The Fishermen” (main text) and “Brown and furry” (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 Fishermen

Some Fishermen were out trawling their nets. Perceiving them to be very heavy, they danced about for joy and supposed that they had taken a large catch. When they had dragged the nets to the shore they found but few fish: the nets were full of sand and stones, and the men were beyond measure cast down. One of their company, an old man, said, “Let us cease lamenting, my mates, for sorrow is always the twin sister of joy; and it was only to be looked for that we, who just now were over-rejoiced, should next have something to make us sad.”

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 Fishermen” 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 the wise voice after the disappointment 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 wise voice that follows the disappointment."

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 wisdom.

Find the old man's words.

"Sorrow is always the twin sister of joy; it was only to be looked for that we who were over-rejoiced should have something to make us sad."

I CAN | I can notice the wise voice that follows the disappointment.

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Grade 5 · Cluster 8 · 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 wise voice that follows the disappointment."

▶ Read the I can statement aloud, then the task on the slide: Notice the wisdom. Find the old man's 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 NOTICE row of the tracking sheet.

ANSWER KEY: The old man says sorrow follows joy. He is calm where the others are upset. His wisdom 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 wisdom. 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 "They danced about for joy."

B "The nets were full of sand."

C "Sorrow is always the twin sister of joy."

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: C. Sorrow and joy are twins. That is the lesson.

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 did the Fishermen's excessive joy set them up for excessive sorrow?

How did the Fishermen's excessive joy set them up for excessive sorrow?

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

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Grade 5 · Cluster 8 · 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 did the Fishermen's excessive joy set them up for excessive sorrow?

"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: They celebrated before checking. The higher the joy, the deeper the fall.

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 calm, wise sentence that someone says after a disappointment.

Write a **calm, wise sentence** after a setback.

I CAN | I can try the craft move myself.

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Grade 5 · Cluster 8 · Published Texts & Mentor Texts · Thursday

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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 calm, wise sentence that someone says after a disappointment.

"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: **"When you expect too much, the truth feels worse than it really is."**

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.

Grade 5 • Cluster 8 • Published Texts & Mentor Texts • Friday

Write your own fable where a wise character speaks after a disappointment.

Show a group that celebrates too soon. Let one wise character explain what happened.

Too-Soon celebration. Then a wise voice explains.

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 a wise character speaks after a disappointment. Show a group that celebrates too soon. Let one wise character explain what happened. 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 old man's calm wisdom after the group's panic IS the message.

CHOOSE C. Sorrow is joy's twin.

SHOW Excessive celebration set up the crash.

OWN Answers vary. One example: **"When you expect too much, the truth feels worse than it really is."**

DEFEND Calm against emotion. The contrast makes wisdom ring true.

YOUR TURN Answers vary. One example: The team scored three goals in the first half and stopped trying. The other team scored four in the second. The coach said, "The game is not over at halftime."

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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 “BROWN AND FURRY” (CHRISTINA ROSSETTI, SING-SONG, 1893)

**“Brown and furry
Caterpillar in a hurry,
Take your walk
To the shady leaf, or stalk,
Or what not,**

**Which may be the chosen spot.
No toad spy you,
Hovering bird of prey pass by you;
Spin and turn,
To live again a butterfly.”**

What is the poet’s purpose?

- A** To teach how caterpillars become butterflies.
- B** To cheer a small creature through a difficult journey toward something beautiful.
- C** To warn about predators in the garden.
- D** To describe what caterpillars look like.

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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 “Brown and furry” 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 teach how caterpillars become butterflies.**
The poem mentions the change, but its purpose is to cheer the caterpillar on, not to explain science.
- B To cheer a small creature through a difficult journey toward something beautiful.**
Correct.
The poet warns the caterpillar about toads and birds, urges it to find a safe spot, and promises that it will live again as a butterfly. The purpose is encouragement.
- C To warn about predators in the garden.**
The toad and bird are mentioned, but the purpose is hope and encouragement, not warning.
- D To describe what caterpillars look like.**
“Brown and furry” is a description, but the purpose of the whole poem is encouragement through a journey.

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 ~4 min

The Answer, and Why

“ ” = 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.