

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 Question That Exposes the Fraud

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

The Fox does not argue with the Frog. He asks one question that exposes the gap between the Frog’s claims and his reality. One well-aimed question can do more than a thousand arguments. This week we notice how a single question delivers the message.

This deck teaches **author craft and composition** across the five RPLD thinking levels:

NOTICE · CHOOSE · SHOW · OWN · DEFEND

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Grade 5 · Cluster 8 · Published Texts & Mentor Texts

TEKS 5.10(A) · 5.12(A) · Published Texts & Mentor Texts · Week 35 of 36 · Cluster 8 · 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 Quack Frog” 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 3 · a class copy of “The Quack Frog” (Aesop, trans. George Fyler Townsend, 1867, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

Key quote from “The Quack Frog” (main text) and “Swift and sure the swallow” (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 Quack Frog

A Frog once upon a time came forth from his home in the marsh and proclaimed to all the beasts that he was a learned physician, skilled in the use of drugs and able to heal all. A Fox asked him, “How can you pretend to prescribe for others, when you are unable to heal your own lame gait and wrinkled skin?”

SOURCE

Aesop, trans. George Fyler Townsend, 1867 (Project Gutenberg #21, public domain)

TEACHER SAYS & DOES · SLIDE 2 OF 11 ·

Read the Published Text

 ~6 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

"This is our published mentor text. It is “The Quack Frog” 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 question that exposes the fraud 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 question that exposes the fraud."

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 question.

Find the Fox's question.

"How can you pretend to prescribe for others, when you are unable to heal your own lame gait and wrinkled skin?"

I CAN | I can notice the question that exposes the fraud.

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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 question that exposes the fraud."

▶ Read the I can statement aloud, then the task on the slide: Notice the question. Find the Fox's question.

"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 Fox asks how the Frog can heal others when he cannot heal himself.

CHECK FOR UNDERSTANDING

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

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about notice the question. 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 Frog came forth and proclaimed he was a physician."

B "How can you prescribe for others when you cannot heal yourself?"

C "He was skilled in the use of drugs."

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 question is the message.

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 Frog's own appearance undermine his claim?

How does the Frog's own appearance undermine his claim?

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 does the Frog's own appearance undermine his claim?

"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 Frog is lame and wrinkled. His own body contradicts his claim.

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 single question that exposes a gap between a claim and reality.

One question that **exposes the gap**.

I CAN | I can try the craft move myself.

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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 single question that exposes a gap between a claim and reality.

"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: "If you are such a good organizer, why is your own desk a mess?"

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 is one question more powerful than calling the Frog a liar?

Why is one question more powerful than calling the Frog a liar?

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

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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 is one question more powerful than calling the Frog a liar?

"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 question invites the Frog to answer, and he cannot. That silence is more powerful than any accusation.

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 one question exposes a fraud.

Show a character making a big claim. Let another character ask one question that reveals the truth.

Big claim. One question that reveals the truth.

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 one question exposes a fraud. Show a character making a big claim. Let another character ask one question that reveals the truth. 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 Fox's question is the message: heal yourself before claiming to heal others.

CHOOSE B. The question exposes the gap.

SHOW Lame gait, wrinkled skin. The Frog's body contradicts his words.

OWN Answers vary. One example: "If you are such a good organizer, why is your own desk a mess?"

DEFEND One question that cannot be answered is more devastating than any argument.

YOUR TURN Answers vary. One example: An owl told the forest he could see in the dark better than any creature. A bat flew by and asked, "Then why did you bump into that branch last night?"

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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 “SWIFT AND SURE THE SWALLOW” (CHRISTINA ROSSETTI, SING-SONG, 1893)

**“Swift and sure the swallow,
Slow and sure the snail:
Slow and sure may miss his way,
Swift and sure may fail.”**

What is the poet’s purpose?

- A** To compare birds and snails.
- B** To argue that speed is always better.
- C** To show that neither speed nor caution guarantees success.
- D** To describe how swallows fly.

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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 “Swift and sure the swallow” 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 C.

A To compare birds and snails.
The swallow and snail are symbols. The purpose is about speed and certainty.

B To argue that speed is always better.
The poet says the swift may fail. Speed is not guaranteed to win.

C To show that neither speed nor caution guarantees success.
Correct.
The swallow (swift and sure) may fail. The snail (slow and sure) may miss the way. The poet teaches that no approach is perfect.

D To describe how swallows fly.
The swallow is a symbol, not the subject of a nature lesson.

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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 C."

▶ 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.