

PUBLISHED TEXTS

EXACT TEKS WORDING (FROM TEA)

*“explain the author’s purpose and message within a text”**“compose literary texts, including personal narratives 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

A Warning at the End

from “The Ants and the Grasshopper” (Aesop, 1867)

Some fables end with a warning instead of a gentle lesson. The characters’ own words deliver the message. This week we read a published fable, notice the warning the Ants give, and try writing a story that ends with a warning of our own.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 2 of 36 · Prepare Cluster · Module 2 · 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 fable where the message comes as a warning. The characters say what the reader should learn.”

▶ 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 another Aesop fable from the same 1867 collection. This time the Ants speak the warning. We will learn that craft move and try it in our own writing.”

▶ Point to the five thinking levels. Preview the week: we **NOTICE** the warning, **CHOOSE** the sentence that best states the message, **SHOW** how the story proves it, **OWN** the craft by writing a warning of our own, then **DEFEND** why the author lets the characters deliver the message.

PREP & MATERIALS: the Published Texts and Mentor Texts slide deck for Prepare Cluster Module 2 · a class copy of “The Ants and the Grasshopper” (Aesop, trans. Townsend, 1867, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

“If you were foolish enough to sing all the summer, you must dance supperless to bed in the winter.” (The Ants and the Grasshopper)

“A Crow perishing with thirst saw a pitcher” (The Crow and the Pitcher, test item)

CHECK FOR UNDERSTANDING

Ask a student to say what a warning is, in their own words.

RAISE THE THINKING

Ask a student how a warning from a character feels different from a warning from the narrator.

Read the published fable.

This is the whole fable. Read it, then read it again. Watch for the sentence at the end that delivers the author's message.

The Ants and the Grasshopper

THE ANTS were spending a fine winter's day drying grain collected in the summertime. A Grasshopper, perishing with famine, passed by and earnestly begged for a little food. The Ants inquired of him, "Why did you not treasure up food during the summer?" He replied, "I had not leisure enough. I passed the days in singing."

"If you were foolish enough to sing all the summer, you must dance supperless to bed in the winter."

SOURCE · PUBLIC DOMAIN

From Aesop's Fables, translated by George Fyler Townsend, published 1867 (public domain)

I CAN | I can read a published fable and find the sentence that delivers the author's message.

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 ~6 min

Read the Published Text

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

"This is our published mentor text. It is a fable by Aesop, from the same 1867 collection we read last week. This fable is short, and the warning hits hard."

▶ Read the source line aloud. Then read the fable aloud twice, slowly. The second time, invite students to read along.

"As you listen, watch for the sentence at the end where the Ants deliver the message. Do not call it out yet. Just notice it."

▶ After reading, point to the Ants' final words. Ask students to read them once together. Do not explain it fully yet, that is Monday's job.

"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 "If you were foolish enough to sing all the summer, you must dance supperless to bed in the winter." The Ants say it directly to the Grasshopper.

CHECK FOR UNDERSTANDING

Ask a student to point to the exact sentence where the Ants state the warning.

COMMON MISCONCEPTION

Students may think the Grasshopper's words are the message. The message is the Ants' response, not the Grasshopper's excuse.

POSSIBLE STUDENT QUESTION

Why do the Ants say summer and winter? Because one is the time to work, and the other is the time you need what you saved.

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 the Grasshopper should have done differently.

TODAY'S THINKING JOB

NOTICE

"I can notice the message the author delivers through a character's words."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts, including personal narratives and poetry, using genre characteristics and craft"

Notice the message.

Read the ending of the fable. Find the sentence where the Ants deliver the author's message.

"He replied, 'I had not leisure enough. I passed the days in singing.'"
"If you were foolish enough to sing all the summer, you must dance supperless to bed in the winter."

I CAN | I can notice the message the author delivers through a character's words at the end of the fable.

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Grade 3 • Prepare Cluster • 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 message the author delivers through a character's words."

▶ Read the I can statement aloud, then the task on the slide: Notice the message. Read the ending of the fable. Find the sentence where the Ants deliver the author's message.

"The Grasshopper has explained why he has no food. Now listen to what the Ants say back. That sentence is the message."

▶ Read the two sentences aloud twice. Give think time, then have students copy the message on the NOTICE row of the tracking sheet.

ANSWER KEY: "If you were foolish enough to sing all the summer, you must dance supperless to bed in the winter." The Ants speak the warning at the end.

CHECK FOR UNDERSTANDING

Ask a student to read the warning aloud and point to it in the fable.

COMMON MISCONCEPTION

Students may copy the Grasshopper's excuse. The warning is the Ants' final sentence, not the Grasshopper's reply.

POSSIBLE STUDENT QUESTION

What does supperless mean? It means without supper, without food to eat.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the sentence. Keep the demand at this level.

RAISE THE THINKING

Ask a student what would change if the Ants had shared their food instead.

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, including personal narratives and poetry, using genre characteristics and craft"

Choose the message.

Which sentence best states the author's message? Use the story to decide.

- A** "If you were foolish enough to sing all the summer, you must dance supperless to bed in the winter."
- B** "A Grasshopper, perishing with famine, passed by and earnestly begged for a little food."
- C** "The Ants were spending a fine winter's day drying grain collected in the summertime."

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

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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: Choose the message.
Which sentence best states the author's message? Use the story to decide.

"All three sentences come from the fable. Only one is the warning. Ask yourself which sentence teaches the lesson the whole story proves."

▶ Have students choose privately, then share with a partner before you reveal the answer on slide 9.

ANSWER KEY: A. "If you were foolish enough to sing all the summer, you must dance supperless to bed in the winter." Choices B and C tell what happens. The message is the sentence that warns.

CHECK FOR UNDERSTANDING

Ask a student to say why B is not the message, even though it tells a true part of the story.

COMMON MISCONCEPTION

Students may pick B because the Grasshopper begging is dramatic. Drama is not the message. The message is the lesson.

POSSIBLE STUDENT QUESTION

How do I tell a detail from a message? A detail tells what happened. A message tells what the reader should learn.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the message the story supports. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name another story where a character gives a warning.

TODAY'S THINKING JOB

SHOW

"I can show how the story proves the message."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts, including personal narratives and poetry, using genre characteristics and craft"

Show how the story proves the message.

How does the Grasshopper's choice to sing all summer connect to the warning at the end?

**"I had not leisure enough. I passed the days in singing."
"If you were foolish enough to sing all the summer, you must dance
supperless to bed in the winter."**

I CAN | I can explain how the story's details lead to the author's message.

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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 story proves the message."

▶ Read the I can statement aloud, then the task: Show how the story proves the message. How does the Grasshopper's choice to sing all summer connect to the warning at the end?

"The Grasshopper sang all summer instead of saving food. That choice is what makes the warning true. The story earns the message."

▶ Take two or three answers. Push students to connect the Grasshopper's choice to the Ants' warning.

ANSWER KEY: The Grasshopper sang instead of saving food. The Ants worked all summer. Those details make the warning true.

CHECK FOR UNDERSTANDING

Ask a student to point to the story detail that proves the warning.

COMMON MISCONCEPTION

Students may focus on the Ants being mean. The story is about the Grasshopper's choice, not about the Ants' attitude.

POSSIBLE STUDENT QUESTION

Were the Ants right not to help? The story does not answer that. It teaches a lesson about preparing.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how the story and the message connect. Keep the demand at this level.

RAISE THE THINKING

Ask a student what detail the author could have added to prove a different message.

TODAY'S THINKING JOB

OWN

"I can write a warning message of my own."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts, including personal narratives and poetry, using genre characteristics and craft"

Own it. Try the craft move.

Write the warning that ends this story. Make it one clear sentence, the way the Ants did.

A squirrel played all fall while the other squirrels gathered acorns. When the snow came, the squirrel had nothing to eat.

I CAN | I can write a warning sentence that states my own message.

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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 warning message of my own. Now you try the craft move."

▶ Read the I can statement aloud, then the task: Own it. Try the craft move. Write the warning that ends this story. Make it one clear sentence, the way the Ants did.

"Read the practice story. A squirrel played instead of gathering acorns. Write the warning that goes at the end, the way the Ants warned the Grasshopper."

▶ Give two minutes of quiet writing time. Have students write the warning on the OWN row of the tracking sheet, then share two strong examples.

ANSWER KEY: Answers vary. One example: "If you play when there is work to do, you will have nothing when you need it most."

CHECK FOR UNDERSTANDING

Scan for a one-sentence warning that matches the story. It does not have to match the example word for word.

COMMON MISCONCEPTION

Students may write a summary instead of a warning. A summary says what happened. A warning says what will happen if you make the same mistake.

POSSIBLE STUDENT QUESTION

Can my warning use different words? Yes. The craft is the move: one clear sentence that warns the reader.

RPLD EVIDENCE & ADVICE

OWN at Advanced is the first try at the craft move. Accept any warning that names a real lesson from the story.

RAISE THE THINKING

Ask a student to read their warning and say which detail of the story made it true.

TODAY'S THINKING JOB

DEFEND

"I can defend why the author puts the message in a character's mouth."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts, including personal narratives and poetry, using genre characteristics and craft"

Defend the author's choice.

The author could have stated the message as a narrator. Why is the warning stronger when the Ants say it?

"If you were foolish enough to sing all the summer, you must dance supperless to bed in the winter."

The Ants say the warning, not the narrator. Why does that make the message hit harder?

I CAN

I can defend why the author puts the message in a character's mouth instead of stating it alone.

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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 puts the message in a character's mouth."

▶ Read the I can statement aloud, then the task: Defend the author's choice. The author could have stated the message as a narrator. Why is the warning stronger when the Ants say it?

"The author could have just written the message. Instead, the Ants say it to the Grasshopper's face. Why is the warning stronger when a character delivers it?"

▶ Have students write a because statement on the DEFEND row, then share two strong answers.

ANSWER KEY: When a character says the warning, it feels like a real voice talking to the Grasshopper and to the reader. The message is not just told. It is delivered face to face.

CHECK FOR UNDERSTANDING

Ask a student to explain how the character's voice makes the message land.

COMMON MISCONCEPTION

Students may say characters always give messages. Sometimes the narrator does. The point is why the character's voice works here.

POSSIBLE STUDENT QUESTION

Could the narrator have said the same warning? The words could be the same, but the feeling would change. A character who lived the story has authority.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's craft choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a story, book, or movie where a character speaks the lesson.

Write your own fable with a warning.

Choose an animal that wastes something important. Show what happens, then end with a warning.

**Choose an animal that wastes something important.
Show what happens because of that choice.
End with one sentence that warns the reader.**

I CAN | I can write my own story and end it with a warning.

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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 fable.”

▶ Read the Your Turn task: Write your own fable with a warning. Choose an animal that wastes something important. Show what happens, then end with a warning. Students work independently on the tracking sheet.

“Your fable can be short. Pick an animal that wastes something, show what happens, and end with one sentence that warns the reader. That is the craft move we studied all week.”

▶ Circulate and note who can carry the whole move, story plus an ending warning, without help.

ANSWER KEY: Answers vary. One example: A bird sang on a branch while all the other birds built nests. When the storm came, the bird had nowhere to hide. “Those who waste fair weather will shiver in the storm.”

CHECK FOR UNDERSTANDING

Scan for students who write both a story and an ending warning that states the message.

COMMON MISCONCEPTION

Students may write the warning first and no story, or a story with no warning. Require both parts.

POSSIBLE STUDENT QUESTION

How long should my fable be? A few sentences are enough. The important part is the ending warning that states the message.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the craft. Look for a story plus a warning that the story proves.

RAISE THE THINKING

Ask an early finisher to check whether their story proves their warning.

Answers, across the five thinking levels.

NOTICE “If you were foolish enough to sing all the summer, you must dance supperless to bed in the winter.” The Ants say the warning at the end. That sentence is the author’s message.

CHOOSE A. The other choices tell what happens in the story. The message is the sentence that warns and teaches the lesson.

SHOW The Grasshopper sang instead of saving food. The Ants worked all summer. Those details make the warning true.

OWN Answers vary. One example: “If you play when there is work to do, you will have nothing when you need it most.”

DEFEND When a character says the warning, it feels like a real voice talking to the Grasshopper and to the reader. The message is not just told. It is delivered face to face.

YOUR TURN Answers vary. One example: A bird sang on a branch while all the other birds built nests. When the storm came, the bird had nowhere to hide. “Those who waste fair weather will shiver in the storm.”

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Review the Answers

 ~4 min

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

“Let’s check our work across the five thinking levels.”

▶ Reveal the answer slide one row at a time. Have students check their own tracking sheets as you go.

“If you missed one, that is where your learning is. Go back to the fable and find the sentence again.”

▶ Celebrate students who explained how the story proves the warning, not only students who named the sentence.

ANSWER KEY: NOTICE: “If you were foolish enough to sing all the summer, you must dance supperless to bed in the winter.”; CHOOSE: A; SHOW: The Grasshopper sang instead of saving; OWN: Answers vary; DEFEND: The character’s voice makes it real; YOUR TURN: Answers vary.

CHECK FOR UNDERSTANDING

Students can explain how the story proves the warning, not just name the sentence.

COMMON MISCONCEPTION

Naming the warning without connecting it to the story. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why is the message called a warning? Because it tells you what will happen if you make the same mistake.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for warning plus proof.

RAISE THE THINKING

Ask a student what would change if the fable ended with no warning at all.

READ THIS PASSAGE EXCERPT · FROM “THE CROW AND THE PITCHER” (AESOP, TRANS. TOWNSEND, 1867)

“A Crow perishing with thirst saw a pitcher, and hoping to find water, flew to it with delight. When he reached it, he discovered to his grief that it contained so little water that he could not possibly get at it. He tried everything he could think of to reach the water, but all his efforts were in vain. At last he collected as many stones as he could carry and dropped them one by one with his beak into the pitcher, until he brought the water within his reach and thus saved his life.”

What message does the author want the reader to learn?

- A** When you cannot solve a problem, try a new idea.
- B** Crows are smarter than other birds.
- C** It is wrong to take water that belongs to someone else.
- D** You should always carry stones with you.

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Show What You Know

 ~4 min

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

“Here is a test-style question on a different published fable, ‘The Crow and the Pitcher,’ from the same 1867 collection.”

▶ Read the excerpt and the question aloud: What message does the author want the reader to learn?

“Read all four choices before you decide. The best answer is the message the whole story teaches.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students choose by the message the story teaches, not by which sentence sounds wise.

COMMON MISCONCEPTION

Choosing by guess or by a word they like. Check the message against the whole story.

POSSIBLE STUDENT QUESTION

Two choices seem close. How do I pick? Ask which message the story truly proves, then check each choice against the story.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is A.

When you cannot solve a problem, try a new idea.

Correct.

A

The Crow tried many ways to reach the water and failed. Then he thought of the stones. The author teaches that thinking of a new plan can save you.

B

Crows are smarter than other birds.

The story is about one Crow solving a problem, not about comparing birds. The message is about creative thinking.

C

It is wrong to take water that belongs to someone else.

No one owns the water in the story. The Crow is simply thirsty and finds a pitcher.

D

You should always carry stones with you.

The stones are the detail, not the message. The message is about thinking of a new idea when the first plan fails.

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The Answer, and Why

 ~4 min

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

"The correct answer is A. The most important part is understanding why."

▶ Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.

"Each wrong choice sounds like it could be a message, but it does not match what the story actually teaches."

▶ Have students write one sentence on the tracking sheet explaining why the correct answer is right.

ANSWER KEY: Correct: A. When you cannot solve a problem, try a new idea. The Crow tried many ways and then thought of the stones.; B crows are smarter: the story is about one Crow, not comparing birds.; C wrong to take water: no one owns the water.; D carry stones: detail, not message.

CHECK FOR UNDERSTANDING

Students can explain why the correct message fits the story.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is D wrong if the Crow used stones? The stones are the detail, not the message. The message is about trying a new idea.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right message.