

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 Daydream That Teaches the Lesson

from “The Milk-Woman and Her Pail” (Aesop, 1867)

Some fables show the message through a character’s thoughts. The Milk-Woman daydreams about what she will buy, and then the pail falls. This week we notice how inner thoughts reveal the author’s message.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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 text and notice the craft move called a daydream that teaches the lesson.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box.

“Our mentor text is The Milk-Woman and Her Pail. The Milk-Woman daydreams about what she will buy, and her plans grow bigger and bigger until the pail falls.”

▶ Point to the five thinking levels. Preview the week.

PREP & MATERIALS: the Published Texts and Mentor Texts slide deck for Cluster 1 Module 4 · a class copy of “The Milk-Woman and Her Pail” (Aesop, trans. Townsend, 1867, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

The Milk-Woman and Her Pail · The Mountain in Labor (test item)

CHECK FOR UNDERSTANDING

Ask a student what a daydream that teaches the lesson means in their own words.

RAISE THE THINKING

Ask how this craft move is different from the one we studied last week.

Read the published fable.

This is the whole fable. Read it, then read it again. Watch for the author's craft move.

The Milk–Woman and Her Pail

A FARMER’S daughter was carrying her Pail of milk from the field to the farmhouse, when she fell a-musing. “The money for which this milk will be sold, will buy at least three hundred eggs. The eggs, allowing for all mishaps, will produce two hundred and fifty chickens. The chickens will become ready for the market when poultry will fetch the highest price, so that by the end of the year I shall have money enough from my share to buy a new gown. In this dress I will go to the Christmas parties, where all the young fellows will propose to me, but I will toss my head and refuse them every one.”

At this moment she tossed her head in unison with her thoughts, when down fell the milk pail to the ground, and all her imaginary schemes perished in a moment.

Do not count your chickens before they are hatched.

SOURCE · PUBLIC DOMAIN

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

I CAN | I can read a published text and notice the author's craft move.

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Grade 3 · Cluster 1 · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 8 of 36 · Cluster 1 · Module 4 · slide 2 of 11

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. Listen for the craft move as I read.”

▶ Read the source line aloud. Then read the text aloud twice, slowly.

“As you listen, notice the craft move the author uses. Do not call it out yet. Just notice it.”

▶ After reading, point to the key craft moment. Ask students to read it once together.

“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 craft move is in the text. Students should notice a daydream that teaches the lesson in action.

CHECK FOR UNDERSTANDING

Ask a student to point to where the craft move happens.

COMMON MISCONCEPTION

Students may confuse a detail with the craft move. Redirect to the specific moment.

POSSIBLE STUDENT QUESTION

How is this different from a regular story? The author chose this craft move on purpose to teach or show something.

RPLD EVIDENCE & ADVICE

This slide is the read the published text moment. Keep it joyful.

RAISE THE THINKING

Ask a student what they noticed about the author's choice.

TODAY'S THINKING JOB

NOTICE

"I can notice how a character's daydream builds toward 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"

Notice the daydream.

Find the sentence where the character's thoughts take over the story.

"Down fell the milk pail to the ground, and all her imaginary schemes perished in a moment."

"Do not count your chickens before they are hatched."

I CAN | I can notice the craft move the author uses.

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Grade 3 • Cluster 1 • 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 craft move the author uses."

▶ Read the I can statement aloud, then the task on the slide.

"Look at the text on the slide. Find where the author uses the craft move."

▶ Read the key lines aloud twice. Give think time, then have students write on the NOTICE row.

ANSWER KEY: See slide for the specific answer.

CHECK FOR UNDERSTANDING

Ask a student to read the craft move aloud and point to it.

COMMON MISCONCEPTION

Students may copy too much or too little. Redirect to the specific moment.

POSSIBLE STUDENT QUESTION

Is this the only place the author uses this move? Sometimes it appears more than once. Focus on the best example.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student what they see or feel when they read the craft move.

TODAY'S THINKING JOB

CHOOSE

"I can choose the real message behind the daydream."

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.

The daydream crashes. What is the real message?

A "The eggs, allowing for all mishaps, will produce two hundred and fifty chickens."

B "A Farmer's daughter was carrying her Pail of milk from the field to the farmhouse."

C "Do not count your chickens before they are hatched."

I CAN | I can choose the best example of the craft move.

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Grade 3 • Cluster 1 • Published Texts & Mentor Texts • Tuesday

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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 best example of the craft move."

▶ Read the I can statement aloud, then the task.

"All three choices are from the text. Only one is the best example of the craft move. Ask yourself which one shows it most clearly."

▶ Have students choose privately, then share with a partner.

ANSWER KEY: C. See slide for the specific answer.

CHECK FOR UNDERSTANDING

Ask a student to say why their choice is the best example.

COMMON MISCONCEPTION

Students may pick a choice because it sounds interesting. Interesting is not the same as strongest craft move.

POSSIBLE STUDENT QUESTION

Can two choices both show the craft move? Sometimes, but one is always stronger. Find the strongest.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the best example.

RAISE THE THINKING

Ask a student to explain what makes the right answer stronger than the others.

TODAY'S THINKING JOB

SHOW

"I can show how the daydream and the crash work together to prove 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 daydream proves the message.

How does the growing daydream make the crash at the end prove the lesson?

"I will toss my head and **refuse them every one.**"
"Down fell the milk pail to the ground."

I CAN | I can explain how the craft move works in the story.

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Grade 3 · Cluster 1 · 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 craft move works in the text."

▶ Read the I can statement aloud, then the task.

"The author chose this craft move on purpose. Explain how it works and what it does for the reader."

▶ Take two or three answers. Push students to connect the craft move to its effect on the reader.

ANSWER KEY: See slide for the specific answer.

CHECK FOR UNDERSTANDING

Ask a student to point to the words that make the craft move work.

COMMON MISCONCEPTION

Students may describe what happens without explaining why the craft move works. Push for the why.

POSSIBLE STUDENT QUESTION

Does every author use this move? Many do. Recognizing it helps you understand how authors write.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how the craft move works.

RAISE THE THINKING

Ask a student what would change if the author had not used this move.

TODAY'S THINKING JOB

OWN

"I can write a daydream that reveals a 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"

Own it. Try the craft move.

Write a short daydream for this character, then show what goes wrong.

A boy carried a jar of honey to sell at the market. He started thinking about what the money could buy ...

I CAN | I can try the craft move in my own writing.

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Grade 3 · Cluster 1 · 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 in my own writing."

▶ Read the I can statement aloud, then the task.

"Read the practice prompt on the slide. Try the craft move the way the author did."

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

ANSWER KEY: Answers vary. See slide for an example.

CHECK FOR UNDERSTANDING

Scan for writing that uses the craft move, not just writing that tells what happened.

COMMON MISCONCEPTION

Students may write without using the craft move. Redirect to the specific technique.

POSSIBLE STUDENT QUESTION

Can my version be different from the author's? Yes. The craft is the move, not the exact words.

RPLD EVIDENCE & ADVICE

OWN at Advanced is the first try at the craft move.

RAISE THE THINKING

Ask a student to read their writing and point to where they used the craft move.

TODAY'S THINKING JOB

DEFEND

"I can defend why the author uses a daydream to teach the lesson."

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 just said the moral. Why does the daydream make the message stronger?

"All her imaginary schemes perished in a moment."
The reader watches the daydream grow and grow. Why does the crash hit harder because of that buildup?

I CAN | I can defend why the author chose this craft move.

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Grade 3 • Cluster 1 • 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 the author chose this craft move."

▶ Read the I can statement aloud, then the task.

"The author could have written it differently. Why does this craft move make the text stronger?"

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

ANSWER KEY: See slide for the specific answer.

CHECK FOR UNDERSTANDING

Ask a student to explain why the craft move is stronger than the alternative.

COMMON MISCONCEPTION

Students may say it sounds better without explaining why. Push for the specific reason.

POSSIBLE STUDENT QUESTION

Is this the best craft move for every story? No. Different stories need different moves. This one fits this text.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's craft choice.

RAISE THE THINKING

Ask a student to name another story or poem that uses this same craft move.

Write your own story with a daydream.

Choose a character who plans too far ahead. Show the daydream growing, then show what goes wrong.

**Choose a character carrying something valuable.
Show the character daydreaming about what it will become.
End with the daydream crashing back to reality.**

I CAN | I can write my own story where a daydream reveals the message.

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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.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

“Use the craft move we studied all week. Show that you own it.”

▶ Circulate and note who can carry the craft move independently.

ANSWER KEY: Answers vary. See slide for an example.

CHECK FOR UNDERSTANDING

Scan for students who use the craft move, not just write a story.

COMMON MISCONCEPTION

Students may write without the craft move. Require it.

POSSIBLE STUDENT QUESTION

How long should my writing be? A few sentences are enough. The craft move is what matters.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the craft.

RAISE THE THINKING

Ask an early finisher to check whether their craft move works the same way the author's did.

Answers, across the five thinking levels.

NOTICE “Do not count your chickens before they are hatched.” The moral follows the crash. The daydream grew from milk to eggs to chickens to a gown, then one toss of the head ended it all.

CHOOSE C. “Do not count your chickens before they are hatched.” The other choices are details from the daydream. The moral is the sentence that teaches the lesson.

SHOW Each step of the daydream builds on the last. The higher the plans climb, the harder the crash. The crash is the message.

OWN Answers vary. One example: The boy imagined buying a kite, then a bigger kite, then a cart to carry all his kites. He tripped and the jar shattered. **“His plans spilled out with the honey.”**

DEFEND The daydream lets the reader feel the excitement growing. When it crashes, the reader feels the loss. Telling the moral would not give that feeling.

YOUR TURN Answers vary. One example: A girl imagined her garden growing into a farm, then a town. She forgot to water the seeds, and nothing grew at all.

TEACHER SAYS & DOES · SLIDE 9 OF 11 ·

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 tracking sheets.

“If you missed one, that is where your learning is.”

▶ Celebrate students who explained how the craft move works, not only students who found it.

ANSWER KEY: See slide for all answers.

CHECK FOR UNDERSTANDING

Students can explain how the craft move works.

COMMON MISCONCEPTION

Naming the move without explaining why it works.

POSSIBLE STUDENT QUESTION

Why do we study craft moves? So we can use them in our own writing.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask a student what would change if the author had used a different craft move.

READ THIS PASSAGE EXCERPT • FROM “THE MOUNTAIN IN LABOR” (AESOP, TRANS. TOWNSEND, 1867)

“A Mountain was once greatly agitated. Loud groans and noises were heard, and crowds of people came from all parts to see what was the matter. While they were assembled in anxious expectation of some terrible calamity, out came a Mouse.”

What message does the author want the reader to learn?

- A** Mountains are louder than mice.
- B** People should not gather in crowds.
- C** Do not make a big fuss about something small.
- D** Mice always live inside mountains.

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TEACHER SAYS & DOES • SLIDE 10 OF 11 •

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 text, ‘The Mountain in Labor.’”

▶ Read the text and the question aloud.

“Read all four choices before you decide.”

▶ Give think time. Students choose privately and bubble their letter.

ANSWER KEY: The answer is C.

CHECK FOR UNDERSTANDING

Students choose by the author's purpose, not by a word they like.

COMMON MISCONCEPTION

Choosing by guess. Check the answer against the whole text.

POSSIBLE STUDENT QUESTION

Two choices seem close. Ask which answer the text truly supports.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask why each wrong choice is wrong.

The answer is C.

A Mountains are louder than mice.

That is a comparison, not the message. The story is about expectations, not about volume.

B People should not gather in crowds.

The crowd is the setting. The message is about the gap between the noise and the result.

Do not make a big fuss about something small.

C Correct.

Everyone expected something enormous, but the result was tiny. The author teaches that big noise does not always mean a big event.

D Mice always live inside mountains.

The Mouse is a detail that makes the ending surprising, not a fact the story teaches.

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TEACHER SAYS & DOES · SLIDE 11 OF 11 ·

 ~4 min

The Answer, and Why

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

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

▶ Reveal each choice's reason. Spend the most time on the wrong answers.

"Each wrong choice sounds reasonable, but it does not match what the text actually does."

▶ Have students write one sentence explaining why C is right.

ANSWER KEY: See slide for full answer and why.

CHECK FOR UNDERSTANDING

Students can explain why C fits.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

Why are the wrong answers wrong? Each one misses the craft move or the author's purpose.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to write a new question about the same text.