

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 Talking Object Teaches the Lesson

from “The Travelers and the Plane-Tree” (Aesop, 1867)

Some fables give a voice to an object that cannot really speak. The Plane-Tree talks back to two travelers who call it useless. When a tree speaks, the reader listens. This week we notice how personification 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 3 · Cluster 2 · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 10 of 36 · Cluster 2 · 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 published text and notice the craft move called a talking object 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 Travelers and the Plane-Tree. The Plane-Tree talks back to travelers who call it useless while sitting under its shade.”

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

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

THE MENTOR TEXT

The Travelers and the Plane-Tree · The Gnat and the Bull (test item)

CHECK FOR UNDERSTANDING

Ask a student what a talking object 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 Travelers and the Plane-Tree

TWO TRAVELERS, worn out by the heat of the summer's sun, laid themselves down at noon under the widespreading branches of a Plane-Tree. As they rested under its shade, one of the Travelers said to the other, "What a singularly useless tree is the Plane! It bears no fruit, and is not of the least service to man." The Plane-Tree, interrupting him, said, "You ungrateful fellows! Do you, while receiving benefits from me and resting under my shade, dare to describe me as useless, and unprofitable?"

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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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 talking object 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 where a non-human object speaks 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 talking object.

Find the sentence where the tree speaks. What does the tree say?

"The Plane-Tree, interrupting him, said,"
"Do you, while receiving benefits from me and resting under my shade, dare to describe me as useless?"

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

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Grade 3 • Cluster 2 • 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 the talking object delivers."

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?

- A** "Two Travelers, worn out by the heat of the summer's sun, laid themselves down at noon."
- B** Do not call something useless while you are using it.
- C** "What a singularly useless tree is the Plane!"

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

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Grade 3 • Cluster 2 • 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: B. 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 tree's words prove 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"

Show how the tree's words prove the message.

The travelers call the tree useless while sitting under its shade. How does that prove the message?

"While receiving benefits from me and **resting under my shade**"
"Dare to describe me as **useless**?"

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

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Grade 3 · Cluster 2 · 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 words spoken by an object that 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"

Own it. Try the craft move.

Write what this object says to teach the lesson. Let the object speak, the way the tree did.

Two students leaned against the school wall to get out of the rain. One said, "This old wall is so ugly." The wall said:

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

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Grade 3 · Cluster 2 · 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 giving a voice to a non-human object makes the message land."

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 had the travelers realize their mistake. Why is it stronger when the tree speaks?

"You ungrateful fellows!"

The tree is the one being used. Why does the message feel more powerful from the one who is being taken for granted?

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

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Grade 3 · Cluster 2 · 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 fable with a talking object.

Choose an object that helps people but is never thanked. Let the object speak the lesson when someone says it is useless.

Choose an object people use but never thank.
Show someone calling it useless.
Let the object speak the lesson in its own voice.

I CAN | I can write my own story where a talking object delivers 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 The tree says, “You ungrateful fellows! Do you, while receiving benefits from me and resting under my shade, dare to describe me as useless?” The tree speaks the message by pointing out what it gives.

CHOOSE B. The other choices are details from the story. The message is about calling something useless while you are benefiting from it.

SHOW The travelers are sitting under the tree’s shade at the very moment they call it useless. The contradiction between their words and their actions is what proves the message.

OWN Answers vary. One example: The wall said, “You call me ugly, but you are leaning on me to stay dry.”

DEFEND The tree is the one being used and insulted. When the victim speaks, the reader feels the unfairness. A narrator saying it would not be as powerful.

YOUR TURN Answers vary. One example: A sidewalk heard a man say, “This concrete is so boring.” The sidewalk said, “You stand on me every single day, and you have never once tripped.”

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 GNAT AND THE BULL” (AESOP, TRANS. TOWNSEND, 1867)

“A Gnat settled on the horn of a Bull, and sat there a long time. Just as he was about to fly off, he made a buzzing noise, and inquired of the Bull if he would like him to go. The Bull replied, ‘I did not know you had come, and I shall not miss you when you go away.’”

What message does the author want the reader to learn?

A Some people think they matter more than they really do.

B Bulls do not like insects on their horns.

C It is polite to say goodbye before you leave.

D Gnats are the loudest insects in the field.

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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 Gnat and the Bull.’”

▶ 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 A.

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 A.

Some people think they matter more than they really do.

A **Correct.**

The Gnat thought the Bull noticed him and would miss him. The Bull did not even know the Gnat was there. The author teaches that some people overestimate their own importance.

B **Bulls do not like insects on their horns.**

The Bull did not even notice the Gnat. The story is about self-importance, not about what bulls like.

C **It is polite to say goodbye before you leave.**

The Gnat's goodbye is the point of the joke, not a lesson in politeness. The Bull's answer shows the Gnat's goodbye was unnecessary.

D **Gnats are the loudest insects in the field.**

The buzzing is a detail. The message is about thinking you matter more than you do.

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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 correct answer is A. 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 A is right.*

ANSWER KEY: See slide for full answer and why.

CHECK FOR UNDERSTANDING

Students can explain why A 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.