

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

An Action That Proves the Message

from “The Boy and the Filberts” (Aesop, 1867)

Some fables prove the message through an action. The boy grabs too many filberts and cannot pull his hand out of the pitcher. The stuck hand IS the lesson. This week we notice how an action can teach better than words alone.

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 12 of 36 · Cluster 2 · Module 4 · 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 an action that proves the message.”

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

“Our mentor text is The Boy and the Filberts. The boy’s stuck hand demonstrates what words alone could not teach. Grabbing too many means getting none.”

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

PREP & MATERIALS: the Published Texts and Mentor Texts slide deck for Cluster 2 Module 4 · a class copy of “The Boy and the Filberts” (Aesop, trans. Townsend, 1867, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

The Boy and the Filberts · The Miser (test item)

CHECK FOR UNDERSTANDING

Ask a student what an action that proves the message 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 action that proves the message.

The Boy and the Filberts

A BOY put his hand into a pitcher full of filberts. He grasped as many as he could possibly hold, but when he tried to pull out his hand, he was prevented from doing so by the neck of the pitcher. Unwilling to lose his filberts, and yet unable to withdraw his hand, he burst into tears and bitterly lamented his disappointment. A bystander said to him,

“Be satisfied with half the quantity, and you will readily draw out your hand.”

Do not attempt too much at once.

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 notice the action that proves the author’s message.

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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 an action that proves the message 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 the action that 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"

Notice the action.

Find the moment where the boy's hand gets stuck. That action IS the message.

**"He grasped as many as he could possibly hold,"
"but when he tried to pull out his hand, he was prevented from doing so by the
neck of the pitcher."**

I CAN | I can notice the action that proves the author's message.

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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 action proves."

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 boy's hand is stuck. What is the author really teaching?

A "A Boy put his hand into a pitcher full of filberts."

B Do not attempt too much at once.

C "He burst into tears and bitterly lamented his disappointment."

I CAN | I can choose the real message the action proves.

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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 stuck hand 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 action proves the message.

The boy grabbed too many filberts. How does that stuck hand prove the moral?

"He grasped as many as he could possibly hold,"
"Be satisfied with half the quantity, and you will readily draw out your hand."

I CAN | I can explain how the action proves the author's message.

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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 an action that proves 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 an action that proves a message, the way the stuck hand proved the moral.

A girl tried to carry all her library books home at once. She stacked them so high she could not see where she was walking, and they all tumbled to the ground. A friend said:

I CAN | I can write an action that proves a message through what happens.

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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 the action teaches better than words alone."

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 bystander could have just said the moral first. Why does the stuck hand make the message land?

**"Be satisfied with half the quantity, and you will readily draw out your hand."
The boy felt the lesson in his own hand before he heard the words. Why does feeling the lesson first make it stick?**

I CAN | I can defend why the action proves the message better than words alone.

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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 an action.

Choose a character who tries to take or do too much. Show the action that proves the lesson, then let someone state the moral.

Choose a character who tries to take or do too much.
Show the action that proves the lesson.
End with someone stating the moral the action already proved.

I CAN | I can write my own story where an action proves 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 boy's hand got stuck because **he grasped as many as he could possibly hold**. The stuck hand IS the message in action.

CHOOSE **B**. Do not attempt too much at once. B and C are details from the story. The moral is the lesson the action proves.

SHOW Grabbing too many filberts is the problem. Taking half would free his hand. The contrast between too many and half proves the moral.

OWN Answers vary. One example: The friend said, **"Take two trips and you will get them all home safely."**

DEFEND The boy felt the lesson in his stuck hand before anyone spoke. Feeling the truth is stronger than hearing it. The action makes the moral undeniable.

YOUR TURN Answers vary. One example: A squirrel tried to carry ten acorns in his cheeks. They all fell out. His mother said, **"Take a few at a time and you will save them 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.

PUBLISHED TEXTS

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

“A Miser sold all that he had and bought a lump of gold, which he buried in a hole in the ground by the side of an old wall and went to look at daily. One of his workmen observed his frequent visits to the spot and decided to watch his movements. He soon discovered the secret of the hidden treasure, and digging down, came to the lump of gold, and stole it. The Miser, on his next visit, found the hole empty and began to make loud lamentations. A neighbor said, ‘Go and take a stone, and place it in the hole, and fancy that the gold is still lying there. It will do you quite the same service; for when the gold was there, you had it not, as you did not make the slightest use of it.’”

What message does the author want the reader to learn?

- A** Gold should always be buried for safety.
- B** Neighbors give the best advice.
- C** Something you never use is worth no more than a stone.
- D** Workmen should not watch their masters.

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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 Miser.’”

▶ 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 Gold should always be buried for safety.**
The story shows the opposite. Burying the gold did not keep it safe. It was stolen.
- B Neighbors give the best advice.**
The neighbor gives good advice, but the message is about the gold, not about who gives advice.
- C Correct.**
The Miser never spent or used the gold. The neighbor's words prove that hoarding something without using it gives it no real value.
- D Workmen should not watch their masters.**
The workman's watching is a detail. The message is about the value of things you never use.

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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.