

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 Result That Surprises

from “The Fisherman Piping” (Aesop, 1867)

Some fables end with a surprise that teaches the lesson. The Fisherman plays music expecting fish to dance into his net. They do not. When he uses a plain net instead, the fish leap and dance on the rock. The surprise IS the message.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 14 of 36 · Cluster 3 · 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 result that surprises.”

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

“Our mentor text is The Fisherman Piping. The Fisherman plays music expecting fish to dance, but they only dance when he uses a net.”

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

PREP & MATERIALS: the Published Texts and Mentor Texts slide deck for Cluster 3 Module 2 · a copy of “The Fisherman Piping” (Aesop, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

The Fisherman Piping · The Goatherd and the Wild Goats (test item)

CHECK FOR UNDERSTANDING

Ask a student what a result that surprises 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 surprise at the end.

The Fisherman Piping

A FISHERMAN skilled in music took his flute and his nets to the seashore. Standing on a projecting rock, he played several tunes in the hope that the fish, attracted by his melody, would of their own accord dance into his net, which he had placed below. At last, having long waited in vain, he laid aside his flute, and casting his net into the sea, made an excellent haul of fish.

When he saw them leaping about in the net upon the rock he said:

“O you most perverse creatures, when I piped you would not dance, but now that I have ceased you do so merrily.”

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.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 14 of 36 · Cluster 3 · Module 2 · 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.”

▶ 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 result that surprises 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.

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 surprise that reveals 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 surprise.

Find the moment where the result is the opposite of what the Fisherman expected.

"When I piped you *would not dance*,"
"but now that I have ceased *you do so merrily*."

I CAN | I can notice the surprise that reveals the message.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Published Texts & Mentor Texts · Monday

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 14 of 36 · Cluster 3 · Module 2 · slide 3 of 11

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."

▶ 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.

COMMON MISCONCEPTION

Students may copy too much or too little.

POSSIBLE STUDENT QUESTION

Is this the only place the author uses this move?

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the craft move.

RAISE THE THINKING

Ask a student what they see or feel when they read it.

TODAY'S THINKING JOB

CHOOSE

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

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.

What is the author really teaching through this surprise?

A The right tool works better than a clever trick.

B "A Fisherman skilled in music took his flute and his nets to the seashore."

C "He played several tunes in the hope that the fish would dance into his net."

I CAN | I can choose the real message behind the surprise.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Published Texts & Mentor Texts · Tuesday

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 14 of 36 · Cluster 3 · Module 2 · slide 4 of 11

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."

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

"All three choices are from the text. Only one is the best example."

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

ANSWER KEY: A. See slide.

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.

POSSIBLE STUDENT QUESTION

Can two choices both show the craft move?

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the best example.

RAISE THE THINKING

Ask what makes the right answer stronger.

TODAY'S THINKING JOB

SHOW

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

The music failed. The net worked. How does that contrast prove the lesson?

"Having long waited *in vain*" (the music failed)
"Made an excellent *haul of fish*" (the net worked)

I CAN | I can show how the contrast between expectation and result proves the message.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Published Texts & Mentor Texts · Wednesday

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 14 of 36 · Cluster 3 · Module 2 · slide 5 of 11

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."

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

"Explain how the craft move works and what it does for the reader."

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

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Ask a student to point to the words that make it work.

COMMON MISCONCEPTION

Students may describe what happens without explaining why.

POSSIBLE STUDENT QUESTION

Does every author use this move?

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how it works.

RAISE THE THINKING

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

TODAY'S THINKING JOB

OWN

"I can write a surprise ending that teaches a 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 the surprise ending. Show what fails, then what works.

A student spent an hour decorating the cover of her report. When the teacher graded it, she got a low mark. Her friend, who spent that hour writing, got the highest score. The student said:

I CAN | I can write a surprise ending that teaches a lesson.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Published Texts & Mentor Texts · Thursday

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 14 of 36 · Cluster 3 · Module 2 · slide 6 of 11

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."

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

"Try the craft move the way the author did."

▶ Give two minutes of quiet writing time. Share two strong examples.

ANSWER KEY: Answers vary. See slide.

CHECK FOR UNDERSTANDING

Scan for writing that uses the craft move.

COMMON MISCONCEPTION

Students may write without using the craft move.

POSSIBLE STUDENT QUESTION

Can my version be different from the author's?

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

Ask a student to point to where they used it.

TODAY'S THINKING JOB

DEFEND

"I can defend why the surprise ending makes the message stronger."

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 surprise make it land?

"When I piped you would not dance, but now that I have ceased you do so merrily."

The reader expects the music to work. The surprise teaches the lesson. Why?

I CAN | I can defend why a surprise ending makes the message stronger than a stated moral.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Published Texts & Mentor Texts · Friday

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 14 of 36 · Cluster 3 · Module 2 · slide 7 of 11

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."

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

"Why does this craft move make the text stronger?"

▶ Have students write a because statement. Share two strong answers.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Ask a student to explain why it is stronger.

COMMON MISCONCEPTION

Students may say it sounds better without explaining why.

POSSIBLE STUDENT QUESTION

Is this the best craft move for every story?

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the craft choice.

RAISE THE THINKING

Ask a student to name another text that uses this move.

Write your own fable with a surprise.

Choose a character who tries a clever trick. Show it failing. Then show a simple method working. End with the character saying what the surprise taught.

Choose a character who tries a clever trick.
Show the trick failing.
Show a simple method working instead.
End with the character speaking the lesson.

I CAN | I can write my own story where a surprise ending teaches the lesson.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 14 of 36 · Cluster 3 · Module 2 · slide 8 of 11

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.”

▶ Read the Your Turn task. Students work independently.

“Use the craft move we studied all week.”

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

ANSWER KEY: Answers vary. See slide.

CHECK FOR UNDERSTANDING

Scan for students who use the craft move.

COMMON MISCONCEPTION

Students may write without the craft move. Require it.

POSSIBLE STUDENT QUESTION

How long should my writing be?

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the craft.

RAISE THE THINKING

Ask an early finisher to check their craft move.

Answers, across the five thinking levels.

NOTICE “When I piped you would not dance, but now that I have ceased you do so merrily.” The Fisherman expected music to work, but the plain net caught the fish.

CHOOSE A. The right tool works better than a clever trick. The other choices are story details.

SHOW The music (the clever trick) failed completely. The net (the right tool) succeeded. The contrast between the two proves the message.

OWN Answers vary. One example: The student said, “A plain report with good writing beats a pretty cover with nothing inside.”

DEFEND The reader expects the music to work, just like the Fisherman did. When it fails, the surprise feels personal. The reader learns the lesson by feeling the same letdown.

YOUR TURN Answers vary. One example: A boy tried to attract butterflies by wearing a bright costume. None came. When he planted flowers, the garden filled with butterflies. “Give them what they need, not what you think looks clever.”

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 14 of 36 · Cluster 3 · Module 2 · slide 9 of 11

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.”

▶ Reveal the answer slide one row at a time.

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

▶ Celebrate students who explained how the craft move works.

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?

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask what would change with a different craft move.

READ THIS PASSAGE EXCERPT • FROM “THE GOATHERD AND THE WILD GOATS” (AESOP, TRANS. TOWNSEND, 1867)

“He gave his own goats just sufficient food to keep them alive, but fed the strangers more abundantly in the hope of enticing them to stay with him. When the thaw set in, the Wild Goats scampered away. One of them said to him, ‘If you yesterday treated us better than the Goats you have had so long, it is plain also that if others came after us, you would in the same manner prefer them to ourselves.’”

What message does the author want the reader to learn?

A Do not neglect old friends in favor of new ones.

B Wild goats are faster than farm goats.

C Feeding animals more food makes them stay.

D Snow always brings new animals to the farm.

The Writing Academy®, LLC

Grade 3 • Cluster 3 • Published Texts & Mentor Texts

TEKS 3.10(A) • 3.12(A) • Published Texts & Mentor Texts • Week 14 of 36 • Cluster 3 • Module 2 • slide 10 of 11

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 ‘The Goatherd and the Wild Goats.’”

▶ Read the text and the question aloud.

“Read all four choices before you decide.”

▶ Give think time. Students choose privately.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Students choose by the author's purpose.

COMMON MISCONCEPTION

Choosing by guess.

POSSIBLE STUDENT QUESTION

Two choices seem close.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action.

RAISE THE THINKING

Ask why each wrong choice is wrong.

The answer is A.

Do not neglect old friends in favor of new ones.

- A** **Correct.**
The Goatherd fed the strangers better than his own goats. The Wild Goats saw that he would treat the next newcomers the same way. The author teaches that neglecting old friends to win new ones costs you both.

- B** **Wild goats are faster than farm goats.**
Speed is not the point. The Wild Goats left because of the Goatherd's loyalty problem, not because they were fast.

- C** **Feeding animals more food makes them stay.**
The story shows the opposite. The extra food did not keep the Wild Goats. They saw through the trick.

- D** **Snow always brings new animals to the farm.**
The snow is the setting, not the message. The lesson is about loyalty, not weather.

The Writing Academy®, LLC

Grade 3 · Cluster 3 · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 14 of 36 · Cluster 3 · Module 2 · slide 11 of 11

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."

▶ Reveal each choice's reason.

"Each wrong choice does not match what the text does."

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

ANSWER KEY: See slide for full answer.

CHECK FOR UNDERSTANDING

Students can explain why A fits.

COMMON MISCONCEPTION

Knowing the answer but not why.

POSSIBLE STUDENT QUESTION

Why are the wrong answers wrong?

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move.

RAISE THE THINKING

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