

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

Clever Words That Change the Story

from “The Bat and the Weasels” (Aesop, 1867)

Some fables show a character who escapes trouble by changing what they say. The Bat tells one Weasel he is a mouse and another Weasel he is a bat. The clever words are the craft move. This week we notice how what a character says can change the whole story.

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 3 · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 16 of 36 · Cluster 3 · 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 clever words that change the story.”

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

“Our mentor text is The Bat and the Weasels. The Bat says different things to different Weasels and escapes both times.”

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

PREP & MATERIALS: the Published Texts and Mentor Texts slide deck for Cluster 3 Module 4 · a copy of “The Bat and the Weasels” (Aesop, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

The Bat and the Weasels · The Mischievous Dog (test item)

CHECK FOR UNDERSTANDING

Ask a student what clever words that change the story 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 clever words that save the Bat.

The Bat and the Weasels

A BAT who fell upon the ground and was caught by a Weasel pleaded to be spared his life. The Weasel refused, saying that he was by nature the enemy of all birds. The Bat assured him that he was not a bird, but a mouse, and thus was set free. Shortly afterwards the Bat again fell to the ground and was caught by another Weasel, whom he likewise entreated not to eat him. The Weasel said that he had a special hostility to mice. The Bat assured him that he was not a mouse, but a bat, and thus a second time escaped.

It is wise to turn circumstances to good account.

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."

▶ 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 clever words that change the story 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 clever words that change the story."

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 clever words.

Find the two sentences where the Bat says something different to save himself.

"The Bat assured him that he was not a bird, but **a mouse."**

"The Bat assured him that he was not a mouse, but **a bat."**

I CAN | I can notice the clever words a character uses to change the outcome.

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Grade 3 · Cluster 3 · 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."

▶ 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."

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 the Bat's clever words?

A "A Bat who fell upon the ground and was caught by a Weasel pleaded to be spared."

B It is wise to turn circumstances to good account.

C "The Weasel refused, saying that he was by nature the enemy of all birds."

I CAN | I can choose the real message behind the clever words.

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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."

▶ 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: B. 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 clever words 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 words save the Bat.

Why does saying different things to different Weasels work?

To the bird-hater: "I am **a mouse**."

To the mouse-hater: "I am **a bat**."

I CAN | I can show how the Bat's clever words change the outcome each time.

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Grade 3 · Cluster 3 · 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."

▶ 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 clever words that change a story."

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 character says to get out of trouble. Use clever words that fit the situation.

A chameleon was caught by a cat who hated green lizards. The chameleon turned brown and said:

I CAN | I can write clever words that change the outcome of a story.

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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."

▶ 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 clever words make a stronger story."

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 Bat could have simply run away. Why do the clever words make a better fable?

**"It is wise to turn circumstances to good account."
The Bat wins by thinking, not by running. Why does that make the message stronger?"**

I CAN | I can defend why clever words teach a better lesson than a simple escape.

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Grade 3 · Cluster 3 · 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."

▶ 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 clever words.

Choose a character who must say the right thing to get out of trouble. Show how the clever words change the story.

**Choose a character in trouble.
Show the character using clever words to escape.
End with the moral the words prove.**

I CAN | I can write my own story where clever words change the outcome.

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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.”

▶ 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 The Bat says “**I am a mouse**” to one Weasel and “**I am a bat**” to the other. Each time, the words save him.

CHOOSE **B.** It is wise to turn circumstances to good account. The other choices are story details.

SHOW Each Weasel has a different enemy. The Bat matches his answer to each danger. The words prove that thinking fast and adapting to the situation is what saves you.

OWN Answers vary. One example: The chameleon said, “**I am not a lizard. I am a stick that fell from the tree.**”

DEFEND Running away is forgettable. The clever words show the reader how to think, not just how to flee. The Bat wins by brains, and that makes the lesson stick.

YOUR TURN Answers vary. One example: A rabbit was caught by a fox who only chased fast animals. The rabbit sat very still and said, “**I am not running. I must be a rock.**” The fox walked away.

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.

PUBLISHED TEXTS

READ THIS PASSAGE EXCERPT • FROM “THE MISCHIEVOUS DOG” (AESOP, TRANS. TOWNSEND, 1867)

“A Dog used to run up quietly to the heels of everyone he met, and to bite them without notice. His master suspended a bell about his neck. Thinking it a mark of distinction, the Dog grew proud of his bell. One day an old hound said to him, ‘That bell that you carry is not any order of merit, but on the contrary a mark of disgrace, a public notice to all men to avoid you.’”

What message does the author want the reader to learn?

- A** Dogs should never wear bells.
- B** Old hounds are wiser than young dogs.
- C** Biting is a good way to meet people.
- D** A sign of shame is not the same as a sign of honor.

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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 ‘The Mischievous Dog.’”

▶ 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 D.

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 D.

A Dogs should never wear bells.

The bell is a story detail. The message is about mistaking shame for honor, not about bells.

B Old hounds are wiser than young dogs.

The old hound delivers the message, but the story is about the Dog's mistake, not about age and wisdom.

C Biting is a good way to meet people.

The story shows the opposite. Biting earned the Dog a bell of shame.

A sign of shame is not the same as a sign of honor.

Correct.

D

The Dog thought the bell was a prize. The old hound explains it is a warning to others. The author teaches that what you think is glory may really be shame.

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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 D."

▶ Reveal each choice's reason.

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

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

ANSWER KEY: See slide for full answer.

CHECK FOR UNDERSTANDING

Students can explain why D 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.