

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 Contradiction That Reveals the Truth

from “The Man and the Satyr” (Aesop, 1867)

Some fables use a contradiction to teach the lesson. The Man blows on his hands to warm them and blows on his food to cool it. The same action does two opposite things, and the Satyr refuses to trust him. The contradiction 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 4 · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 18 of 36 · Cluster 4 · 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 contradiction that reveals the truth.”

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

“Our mentor text is The Man and the Satyr. The Man blows to warm and blows to cool. The same action, two opposite purposes.”

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

PREP & MATERIALS: the Published Texts and Mentor Texts slide deck for Cluster 4 Module 2 · a copy of “The Man and the Satyr” (Aesop, public domain) · the student tracking sheet · pencils

THE MENTOR TEXT

The Man and the Satyr · The Cock and the Jewel (test item)

CHECK FOR UNDERSTANDING

Ask a student what a contradiction that reveals the truth 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 contradiction that ends the friendship.

The Man and the Satyr

A MAN and a Satyr once drank together in token of a bond of alliance being formed between them. One very cold wintry day, as they talked, the Man put his fingers to his mouth and blew on them. When the Satyr asked the reason for this, he told him that he did it to warm his hands because they were so cold. Later on in the day they sat down to eat, and the food prepared was quite scalding. The Man raised one of the dishes a little towards his mouth and blew in it. When the Satyr again inquired the reason, he said that he did it to cool the meat, which was too hot.

“I can no longer consider you as a friend,” said the Satyr, “a fellow who with the same breath blows hot and cold.”

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 4 · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 18 of 36 · Cluster 4 · 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 contradiction that reveals the truth 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 contradiction 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 contradiction.

Find the two moments where the Man blows for opposite reasons.

He blew on his hands **to warm them.**
He blew on his food **to cool it.**

I CAN | I can notice the contradiction the author uses to reveal the message.

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Published Texts & Mentor Texts · Monday

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 18 of 36 · Cluster 4 · 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 contradiction."

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 Satyr really saying?

A "A Man and a Satyr once drank together."

B Do not trust someone who says opposite things.

C "The food prepared was quite scalding."

I CAN | I can choose the real message the contradiction reveals.

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Published Texts & Mentor Texts · Tuesday

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 18 of 36 · Cluster 4 · 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: 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 contradiction 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 contradiction works.

The Man does the same thing for opposite reasons. How does that confuse the Satyr and prove the message?

"With the same breath **blows hot and cold."**

The same action, two opposite results. Why does that break trust?

I CAN | I can show how a contradiction proves the author's message.

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Published Texts & Mentor Texts · Wednesday

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 18 of 36 · Cluster 4 · 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 contradiction that reveals a truth."

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 story where a character does the same thing for two opposite reasons. Let another character react.

A student said her backpack was too heavy to carry, then later swung it over her shoulder to show how strong she was. Her friend said:

I CAN | I can write a contradiction that reveals a message.

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Published Texts & Mentor Texts · Thursday

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 18 of 36 · Cluster 4 · 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 contradiction 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 said the moral. Why does showing the contradiction work better?

"A fellow who with the same breath blows hot and cold."

The reader sees the contradiction and feels the Satyr's confusion. Why is that stronger?

I CAN | I can defend why showing a contradiction is stronger than stating a moral.

The Writing Academy®, LLC

Grade 3 • Cluster 4 • Published Texts & Mentor Texts • Friday

TEKS 3.10(A) • 3.12(A) • Published Texts & Mentor Texts • Week 18 of 36 • Cluster 4 • 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 contradiction.

Choose a character who does the same thing for opposite reasons. Let another character notice and speak the lesson.

Choose a character who does the same thing for opposite reasons.

Show another character noticing the contradiction.

End with the second character speaking the lesson.

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

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 18 of 36 · Cluster 4 · 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 The Man **blows to warm** his hands, then **blows to cool** his food. The same breath does opposite things.

CHOOSE B. Do not trust someone who says opposite things. B and C are story details.

SHOW The Satyr sees the same action used for warming and cooling. If one breath can mean two opposite things, the Satyr cannot tell what is real. The contradiction breaks trust.

OWN Answers vary. One example: Her friend said, **“If the backpack is too heavy and too light, how can I believe which one is true?”**

DEFEND Stating “do not trust liars” is flat. Seeing the same breath used hot and cold makes the reader feel the confusion. The contradiction is proof the reader can see and feel.

YOUR TURN Answers vary. One example: A fox told one rabbit the meadow was safe and told another rabbit the meadow was dangerous. The second rabbit said, **“If your words change with every ear, none of them are true.”**

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 18 of 36 · Cluster 4 · 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 COCK AND THE JEWEL” (AESOP, TRANS. TOWNSEND, 1867)

“A Cock, scratching for food for himself and his hens, found a precious stone and exclaimed, ‘If your owner had found thee, and not I, he would have taken thee up, and have set thee in thy first estate; but I have found thee for no purpose. I would rather have one barleycorn than all the jewels in the world.’”

What message does the author want the reader to learn?

- A** Roosters are better at finding jewels than people.
- B** What is valuable depends on what you need.
- C** Jewels are always more valuable than food.
- D** Scratching the ground is the best way to find treasure.

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 18 of 36 · Cluster 4 · 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 Cock and the Jewel.’”

▶ 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 B.

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 B.

A Roosters are better at finding jewels than people.
The Cock found the jewel by accident. The story is about value, not about who finds things.

B What is valuable depends on what you need.
Correct.
The Cock needs food, not jewels. A barleycorn is worth more to him than a precious stone. The author teaches that value depends on who you are and what you need.

C Jewels are always more valuable than food.
The story shows the opposite for the Cock. The jewel is worthless to him because he cannot eat it.

D Scratching the ground is the best way to find treasure.
Scratching is how the Cock looks for food. The message is about what you value, not about how you search.

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 18 of 36 · Cluster 4 · 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 B."

▶ Reveal each choice's reason.

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

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

ANSWER KEY: See slide for full answer.

CHECK FOR UNDERSTANDING

Students can explain why B 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.