

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 Wise Friend Who Stops a Mistake

from “The Two Frogs” (Aesop, 1867)

Some fables show a wise friend who asks the right question at the right time. One Frog wants to jump into a well, but the other asks what will happen if the water runs out. The question IS the lesson. This week we notice how a smart question can stop a bad decision.

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 4 · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 20 of 36 · Cluster 4 · 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 wise question that stops a mistake.”

▶ Show the cover. Read the TEKS wording aloud.

“Our mentor text is The Two Frogs. One Frog asks what will happen if the well runs dry. The question saves them both.”

▶ Preview the five thinking levels.

PREP & MATERIALS: the slide deck for Cluster 4 Module 4 · “The Two Frogs” (Aesop) · tracking sheet · pencils

THE MENTOR TEXT

The Two Frogs · The Swallow and the Crow (test)

CHECK FOR UNDERSTANDING

Ask what a wise question that stops a mistake means.

RAISE THE THINKING

Ask how this is different from last week.

Read the published fable.

This is the whole fable. Read it, then read it again. Listen for the question that stops the mistake.

The Two Frogs

TWO FROGS dwelt in the same pool. When the pool dried up under the summer's heat, they left it and set out together for another home. As they went along they chanced to pass a deep well, amply supplied with water, and when they saw it, one of the Frogs said to the other, "Let us descend and make our abode in this well: it will furnish us with shelter and food." The other replied with greater caution, "But suppose the water should fail us. How can we get out again from so great a depth?"

Do nothing without a regard to the consequences.

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."

▶ Read the text aloud twice.

"Notice the craft move."

▶ Point to the key moment.

"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: See slide.

CHECK FOR UNDERSTANDING

Point to the craft move.

COMMON MISCONCEPTION

Confusing a detail with the craft move.

POSSIBLE STUDENT QUESTION

How is this different from a regular story?

RPLD EVIDENCE & ADVICE

Keep it joyful.

RAISE THE THINKING

What did you notice?

TODAY'S THINKING JOB

NOTICE

"I can notice the question that stops the mistake."

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 question.

Find the sentence where the wise Frog asks the question that stops the bad plan.

"But suppose the water should fail us."
"How can we get out again from so great a depth?"

I CAN | I can notice the question that stops the mistake.

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Grade 3 · Cluster 4 · 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 job is NOTICE."

▶ Read the I can statement and task.

"Find the craft move."

▶ Read key lines. Students write on NOTICE row.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Read the craft move aloud.

COMMON MISCONCEPTION

Too much or too little copied.

RPLD EVIDENCE & ADVICE

Keep demand at Foundational.

RAISE THE THINKING

What do you see or feel?

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 wise Frog's question?

A Do nothing without a regard to the consequences.

B "Let us descend and make our abode in this well."

C "Two Frogs dwelt in the same pool."

I CAN | I can choose the real message behind the wise question.

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Grade 3 · Cluster 4 · 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 job is CHOOSE."

▶ Read the task.

"Which is the best example?"

▶ Choose privately, share with partner.

ANSWER KEY: A. See slide.

CHECK FOR UNDERSTANDING

Why is your choice strongest?

COMMON MISCONCEPTION

Picking by interest, not craft.

RPLD EVIDENCE & ADVICE

Keep demand at Developing.

RAISE THE THINKING

What makes A stronger?

TODAY'S THINKING JOB

SHOW

"I can show how the question 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 question works.

Why does asking about consequences stop the mistake?

"Suppose the water should fail us."

The wise Frog makes the other Frog think ahead. That is the lesson.

I CAN | I can show how one question can change a decision.

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

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Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's job is SHOW."

▶ Read the task.

"Explain how the craft move works."

▶ Take 2-3 answers.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Point to the words that work.

COMMON MISCONCEPTION

Describing without explaining why.

RPLD EVIDENCE & ADVICE

Keep demand at Independent.

RAISE THE THINKING

What would change without this move?

TODAY'S THINKING JOB

OWN

“I can write a wise question that stops a mistake.”

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 question a wise friend asks to stop a bad plan.

Two birds saw a birdhouse hanging from a thin branch. One bird said, "Let us move in right away!" The other bird said:

I CAN I can write a wise question that makes a character think ahead.

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

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Thursday • OWN • Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Today’s job is OWN.”

► *Read the task.*

“Try the craft move.”

► *Two minutes writing. Share two examples.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for the craft move.

COMMON MISCONCEPTION

Writing without the move.

RPLD EVIDENCE & ADVICE

First try at the craft move.

RAISE THE THINKING

Where did you use it?

TODAY'S THINKING JOB

DEFEND

"I can defend why a question is stronger than a command."

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 wise Frog could have just said no. Why does a question work better?

"How can we get out again from so great a depth?"
A question makes the other Frog think for himself. Why is that stronger?

I CAN | I can defend why asking a question teaches better than giving an order.

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Grade 3 · Cluster 4 · 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 job is DEFEND."

▶ Read the task.

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

▶ Write a because statement.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why it is stronger.

COMMON MISCONCEPTION

Saying "it sounds better" without why.

RPLD EVIDENCE & ADVICE

Keep demand at Reflective.

RAISE THE THINKING

Name another text that uses this move.

Write your own fable with a wise question.

Choose two characters. Let one suggest a risky plan. Let the other ask a question that reveals the danger.

**Choose two characters.
Let one suggest a risky plan.
Let the other ask a question that stops the mistake.**

I CAN | I can write my own story where a wise question stops a mistake.

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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)

“Your turn.”

▶ Read the task. Students work independently.

“Use the craft move.”

▶ Circulate.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for the craft move.

COMMON MISCONCEPTION

Writing without the move.

RPLD EVIDENCE & ADVICE

Independent practice.

RAISE THE THINKING

Check your craft move.

Answers, across the five thinking levels.

NOTICE “How can we get out again from so great a depth?” The wise Frog’s question stops the mistake by making the other Frog think ahead.

CHOOSE A. Do nothing without a regard to the consequences. The other choices are story details.

SHOW The well looks safe, but if the water runs out, the frogs are trapped. The question reveals the hidden danger.

OWN Answers vary. One example: The other bird said, “**But what if the branch breaks? How will we get down?**”

DEFEND A question makes the listener think for themselves. The Frog who hears it must imagine the consequences. That is stronger than being told no.

YOUR TURN Answers vary. One example: Two mice found an open box of crackers. One said, “Let us crawl inside!” The other said, “**But what if the lid closes? How will we get out?**”

TEACHER SAYS & DOES · SLIDE 9 OF 11 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Check our work.”

▶ Reveal answers one by one.

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

▶ Celebrate explanations.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain how the craft move works.

COMMON MISCONCEPTION

Naming without explaining.

RPLD EVIDENCE & ADVICE

OWN turns into DEFEND.

RAISE THE THINKING

What would change with a different move?

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

“The Swallow and the Crow had a contention about their plumage. The Crow put an end to the dispute by saying, ‘Your feathers are all very well in the spring, but mine protect me against the winter.’”

What message does the author want the reader to learn?

A Lasting value matters more than temporary beauty.

B Crows have better feathers than swallows.

C Spring is the best season for birds.

D Birds should never argue about feathers.

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Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Test-style question on ‘The Swallow and the Crow.’”

▶ Read text and question.

“Read all four choices.”

▶ Choose privately.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Choose by the author’s purpose.

COMMON MISCONCEPTION

Choosing by guess.

RPLD EVIDENCE & ADVICE

DEFEND in action.

RAISE THE THINKING

Why is each wrong choice wrong?

The answer is A.

Lasting value matters more than temporary beauty.

- A** **Correct.**
The Swallow's feathers look good in spring but fail in winter. The Crow's plain feathers work all year. The author teaches that what lasts is worth more than what only shines for a season.

- B** **Crows have better feathers than swallows.**
The story is not about which bird is better. It is about lasting value versus temporary beauty.

- C** **Spring is the best season for birds.**
The story mentions spring, but the message is about what lasts, not about seasons.

- D** **Birds should never argue about feathers.**
The argument is the setting. The message is about the difference between lasting and temporary value.

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The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The answer is A."

▶ Reveal each reason.

"Each wrong choice does not match."

▶ Write one sentence explaining why.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why A fits.

COMMON MISCONCEPTION

Knowing without why.

RPLD EVIDENCE & ADVICE

Highest DEFEND move.

RAISE THE THINKING

Write a new question.