

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

When Actions Say the Opposite of Words

from “The Fox and the Woodcutter” (Aesop, 1867)

Some fables show a character whose words say one thing and whose actions say another. The Woodcutter tells the hunters he has not seen the Fox, but points to the hiding place at the same time. The contradiction between words and actions IS the message.

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 6 · Published Texts & Mentor Texts

Week 27 of 36 · Cluster 6 · Module 3 · slide 1 of 11

SLIDE 1 OF 11 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction

“This week we study when actions say the opposite of words.”

▶ Show the cover. Read the TEKS wording aloud.

“Our mentor text is The Fox and the Woodcutter.”

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 6 Module 3 · “The Fox and the Woodcutter” (Aesop, trans. Townsend, 1867) · tracking sheet · pencils

THE MENTOR TEXT

The Fox and the Woodcutter · The Seller of Images (test)

CHECK FOR UNDERSTANDING

Ask what when actions say the opposite of words means.

RAISE THE THINKING

Ask how this differs from last week.

Read the published fable.

This is the whole fable. Read it, then read it again. Watch for the moment when words and actions do not match.

The Fox and the Woodcutter

A FOX, running before the hounds, came across a Woodcutter felling an oak and begged him to show him a safe hiding-place. The Woodcutter advised him to take shelter in his own hut, so the Fox crept in and hid himself in a corner. The huntsman soon came up with his hounds and inquired of the Woodcutter if he had seen the Fox. He declared that he had not seen him, and yet pointed, all the time he was speaking, to the hut where the Fox lay hidden. The huntsman took no notice of the signs, but believing his word, hastened forward in the chase. As soon as they were well away, the Fox departed without taking any notice of the Woodcutter: whereon he called to him and reproached him, saying, “You ungrateful fellow, you owe your life to me, and yet you leave me without a word of thanks.” The Fox replied,

“I should have thanked you if your deeds had been as good as your words, and your hands had not been traitors to your speech.”

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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SLIDE 2 OF 11 ·**Read the Published Text** ~6 min

“ ” = say word-for-word · ▶ = teacher direction

“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.

RPLD EVIDENCE & ADVICE

Keep it joyful.

RAISE THE THINKING

What did you notice?

TODAY'S THINKING JOB

NOTICE

"I can notice the moment when words and actions do not match."

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 sentence where the Woodcutter's words say one thing and his hands say another.

"He declared that he had **not seen him**,"
"and yet **pointed**... to the hut where the Fox lay hidden."

I CAN | I can notice when a character's actions contradict their words.

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Grade 3 • Cluster 6 • Published Texts & Mentor Texts • Monday

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SLIDE 3 OF 11 •

Monday • NOTICE

 ~4 min

" " = say word-for-word • ▶ = teacher direction

"Today's job is NOTICE."

▶ Read the task.

"Find the craft move."

▶ Students write on NOTICE row.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Read the craft move aloud.

RPLD EVIDENCE & ADVICE

Foundational level.

RAISE THE THINKING

What do you 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 does the Fox's reply teach the reader?

A "A Fox, running before the hounds, came across a Woodcutter."

B Judge people by what they do, not by what they say.

C "The huntsman took no notice of the signs."

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

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Grade 3 • Cluster 6 • Published Texts & Mentor Texts • Tuesday

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SLIDE 4 OF 11 •

Tuesday • CHOOSE

 ~4 min

" " = say word-for-word • ▶ = teacher direction

"Today's job is CHOOSE."

▶ Read the task.

"Which is the best example?"

▶ Choose privately, share.

ANSWER KEY: B.

CHECK FOR UNDERSTANDING

Why is B strongest?

RPLD EVIDENCE & ADVICE

Developing level.

RAISE THE THINKING

What makes it 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 it works.

The Woodcutter said he had not seen the Fox, but pointed right at him. How does that prove the message?

"Your deeds had been as good as your words"
"Your hands had not been traitors to your speech."

I CAN | I can show how the gap between words and actions proves the message.

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Grade 3 • Cluster 6 • Published Texts & Mentor Texts • Wednesday

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SLIDE 5 OF 11 •

Wednesday • SHOW

 ~4 min

" " = say word-for-word • ▶ = teacher direction

"Today's job is SHOW."

▶ Read the task.

"Explain how it works."

▶ Take 2-3 answers.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Point to the words.

RPLD EVIDENCE & ADVICE

Independent level.

RAISE THE THINKING

What would change without it?

TODAY'S THINKING JOB

OWN

“I can write a scene where actions contradict words.”

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 scene where a character says one thing but does the opposite.

A student told the teacher, "I did not copy," but was still holding her classmate's paper. The classmate said:

I CAN I can write a contradiction between words and actions.

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SLIDE 6 OF 11 .

Thursday • OWN

 ~4 min

" " = say word-for-word · ▶ = teacher direction

“Today’s job is OWN.”

► *Read the task.*

“Try the craft move.”

► *Two minutes writing.*

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for the move.

RPLD EVIDENCE & ADVICE

Advanced level.

RAISE THE THINKING

Where did you use it?

TODAY'S THINKING JOB

DEFEND

"I can defend why the Fox's reply is stronger than a stated moral."

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 narrator could have said the lesson. Why is it stronger when the Fox speaks it?

**"Your hands had not been traitors to your speech."
The Fox lived the betrayal. Why does the victim's voice carry more weight?**

I CAN | I can defend why the character who felt the contradiction speaks the strongest message.

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SLIDE 7 OF 11 •

Friday • DEFEND

 ~4 min

" " = say word-for-word • ▶ = teacher direction

"Today's job is DEFEND."

▶ Read the task.

"Why does this move make it stronger?"

▶ Write a because statement.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why.

RPLD EVIDENCE & ADVICE

Reflective level.

RAISE THE THINKING

Name another text with this move.

Write your own fable about words vs. actions.

Choose a character who says one thing but does the opposite. Let another character point out the gap.

**Choose a character whose words and actions do not match.
Let another character name the gap.**

I CAN | I can write my own story where actions contradict words.

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SLIDE 8 OF 11 ·

YOUR TURN

 ~6 min

“ ” = say word-for-word · ▶ = teacher direction

“Your turn.”

▶ Read the task.

“Use the craft move.”

▶ Circulate.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for the move.

RPLD EVIDENCE & ADVICE

Independent practice.

RAISE THE THINKING

Check your move.

Answers, across the five thinking levels.

NOTICE The Woodcutter **said he had not seen the Fox** but **pointed to the hut**. His words and his actions were opposites.

CHOOSE **B.** Judge people by what they do, not by what they say. B and C are story details.

SHOW The Woodcutter's mouth said "I have not seen him" while his finger pointed right at the hiding place. The gap between the two proves that words alone are not trustworthy.

OWN Answers vary. One example: The classmate said, "**Your words say no, but your hands say yes.**"

DEFEND The Fox felt the betrayal in person. A narrator could state the lesson, but the Fox's voice carries the pain of the experience. The reader believes someone who lived it.

YOUR TURN Answers vary. One example: A friend said, "**I saved you a seat,**" but had placed a bag on the chair. Another friend said, "**Your words invited me, but your bag turned me away.**"

SLIDE 9 OF 11 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Check our work."

▶ *Reveal answers.*

"If you missed one, that is your learning."

▶ *Celebrate explanations.*

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain how it works.

RPLD EVIDENCE & ADVICE

OWN turns into DEFEND.

RAISE THE THINKING

What would change?

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

“A Bald Knight, who wore a wig, went out to hunt. A sudden puff of wind blew off his hat and wig, at which a loud laugh rang forth from his companions. He pulled up his horse, and with great glee joined in the joke by saying, ‘What a marvel it is that hairs which are not mine should fly from me, when they have forsaken even the man on whose head they grew.’”

What message does the author want the reader to learn?

- A** Knights should never wear wigs.
- B** Wind is dangerous for horseback riders.
- C** Laughing at yourself is the best way to handle embarrassment.
- D** Companions should never laugh at each other.

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SLIDE 10 OF 11 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction

“Test on ‘The Seller of Images.’”

▶ Read text and question.

“Read all four choices.”

▶ Choose privately.

ANSWER KEY: C.

CHECK FOR UNDERSTANDING

Choose by purpose.

RPLD EVIDENCE & ADVICE

DEFEND in action.

RAISE THE THINKING

Why is each wrong?

The answer is C.

- A** **Knights should never wear wigs.**
The wig is a story detail. The message is about how to handle being laughed at, not about what to wear.
- B** **Wind is dangerous for horseback riders.**
The wind is what causes the event, but the message is about the Knight's response, not about wind safety.
- C** **Laughing at yourself is the best way to handle embarrassment.**
Correct.
The Knight could have been angry or ashamed. Instead, he laughed with his friends and made a joke. The author teaches that joining in the laughter takes the sting out of embarrassment.
- D** **Companions should never laugh at each other.**
The story shows the opposite. The Knight's companions laughed, and the Knight joined them. The laughter is the solution, not the problem.

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SLIDE 11 OF 11 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"The answer is C."

▶ Reveal reasons.

"Each wrong choice does not match."

▶ Write one sentence.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why C fits.

RPLD EVIDENCE & ADVICE

Highest DEFEND move.

RAISE THE THINKING

Write a new question.