

Published Texts & Mentor Texts Tracking Sheet

Week 27 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 6 • MODULE 3 • TEKS 3.10(A) • 3.12(A) from “The Fox and the Woodcutter” (Aesop, trans. Townsend, 1867)

Name: _____

Date: _____



NOTICE

Monday

Notice the craft move.

Find where the author uses when actions say the opposite of words.



CHOOSE

Tuesday

Choose the best example.

Which line or sentence best shows when actions say the opposite of words? Write the letter and explain.



SHOW

Wednesday

Show how the craft move works.

Explain how when actions say the opposite of words creates meaning or feeling for the reader.



OWN

Thursday

Own it. Try the craft move.

Try when actions say the opposite of words in your own writing.



DEFEND

Friday

Defend the author's choice.

Why does when actions say the opposite of words make the text stronger? Explain.

Show What You Know

Circle your answer. Explain your answer on the back.

A

B

C

D

Published Texts & Mentor Texts Tracking Sheet (Back)

Week 27 of 36

Show what you know and hunt for craft moves.

GRADE 3 • CLUSTER 6 • MODULE 3 • TEKS 3.10(A) • 3.12(A)
from “The Fox and the Woodcutter” (Aesop, trans. Townsend, 1867)

Your turn.

Write your own text using when actions say the opposite of words.

Show What You Know

Bubble your answer: A B C D

Why I chose this answer:

Craft Hunter

Go back to “The Bald Knight” from the test slide. Write the craft move and what the reader learns or feels.

TEXT AND CRAFT MOVE	WHAT THE AUTHOR DOES	WHAT THE READER LEARNS OR FEELS

Self-Check

SKILL	I CAN DO THIS	ALMOST	NOT YET
I can notice when actions say the opposite of words.			
I can choose the best example of when actions say the opposite of words.			
I can show how when actions say the opposite of words works.			
I can use when actions say the opposite of words in my own writing.			