

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

Matching Trick for Trick

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

Some fables show one character tricking another, and then the second character returning the same trick. The Fox serves soup on a flat dish the Crane cannot use. The Crane serves food in a narrow jar the Fox cannot reach. The parallel structure IS the message. This week we notice how matching actions teach a lesson.

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 7 · Published Texts & Mentor Texts

Week 29 of 36 · Cluster 7 · Module 1 · slide 1 of 11

SLIDE 1 OF 11 ·

Introduce the Week

 ~5 min

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

“This week we study matching trick for trick.”

▶ Show the cover. Read the TEKS wording aloud.

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

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 7 Module 1 · “The Fox and the Crane” (Aesop, trans. Townsend, 1867) · tracking sheet · pencils

THE MENTOR TEXT

The Fox and the Crane · The Astronomer (test)

CHECK FOR UNDERSTANDING

Ask what matching trick for trick 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 how the Crane matches the Fox's trick.

The Fox and the Crane

A FOX invited a Crane to supper and provided nothing for his entertainment but some soup made of pulse, which was poured out into a broad flat stone dish. The soup fell out of the long bill of the Crane at every mouthful, and his vexation at not being able to use the dish afforded the Fox much amusement. The Crane, in his turn, asked the Fox to sup with him, and set before her a flagon with a long narrow mouth, so that he could easily insert his neck and enjoy its contents at his leisure. The Fox, unable even to taste it, met with a fitting requital, after the fashion of her own hospitality.

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 two matching tricks."

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 matching tricks.

Find the two meals. How does the Crane's trick match the Fox's?

Fox's trick: "a broad flat stone dish" (Crane cannot use it)
Crane's trick: "a flagon with a long narrow mouth" (Fox cannot use it)

I CAN | I can notice how the second trick matches the first.

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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 matching teach the reader?

A "A Fox invited a Crane to supper."

B "The soup fell out of the long bill of the Crane."

C Treat others the way you want to be treated.

I CAN | I can choose the real message behind the matching tricks.

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Grade 3 • Cluster 7 • 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: C.

CHECK FOR UNDERSTANDING

Why is C strongest?

RPLD EVIDENCE & ADVICE

Developing level.

RAISE THE THINKING

What makes it stronger?

TODAY'S THINKING JOB

SHOW

"I can show how the parallel 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 matching works.

The Fox used a flat dish. The Crane used a narrow jar. How does the mirror-image prove the lesson?

Flat dish = Fox can use, Crane cannot.

Narrow jar = Crane can use, Fox cannot. Same trick, reversed.

I CAN | I can show how matching one trick with another proves the message.

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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 matching pair of tricks."

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 second trick that matches the first.

A tall giraffe hung a treat on a high branch where the short rabbit could not reach it. The rabbit then hid a treat _____.

I CAN | I can write a second trick that mirrors the first.

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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 matching tricks teach better than 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"

Defend the author's choice.

The narrator could have said the moral. Why does feeling your own trick used against you teach a stronger lesson?

**"Met with a fitting requital, after the fashion of her own hospitality."
The Fox experiences exactly what the Crane felt. Why does that teach better than a lecture?**

I CAN | I can defend why experiencing your own trick teaches better than being told.

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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 with matching tricks.

Choose two characters. Let one play an unfair trick. Let the other return the same trick, reversed.

**Choose two characters.
Let one play an unfair trick.
Let the other return the same trick, reversed.**

I CAN | I can write my own story where matching tricks teach the lesson.

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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 Fox used a **flat dish** the Crane could not use. The Crane used a **narrow jar** the Fox could not use. The tricks mirror each other.

CHOOSE C. Treat others the way you want to be treated. The matching proves the golden rule.

SHOW Each trick uses a container the other character cannot handle. The parallel makes the lesson undeniable because the Fox feels exactly what the Crane felt.

OWN Answers vary. One example: The rabbit hid a treat **in a hole so small the giraffe's neck could not reach it.**

DEFEND Being told a lesson is forgettable. Feeling your own trick used against you is unforgettable. The parallel makes the Fox live the lesson.

YOUR TURN Answers vary. One example: A cat served a bird dinner in a bowl too deep to reach. The bird served the cat dinner in a cage too narrow to enter.

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 HARES AND THE FOXES” (AESOP, TRANS. TOWNSEND, 1867)

“The Hares waged war with the Eagles, and called upon the Foxes to help them. They replied, ‘We would willingly have helped you, if we had not known who you were, and with whom you were fighting.’”

What message does the author want the reader to learn?

A Think carefully before joining a fight you cannot win.

B Foxes are the wisest animals in the forest.

C Hares should never go to war.

D Eagles always start fights with smaller animals.

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SLIDE 10 OF 11 ·

Show What You Know

 ~4 min

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

“Test on ‘The Astronomer.’”

▶ Read text and question.

“Read all four choices.”

▶ Choose privately.

ANSWER KEY: A.

CHECK FOR UNDERSTANDING

Choose by purpose.

RPLD EVIDENCE & ADVICE

DEFEND in action.

RAISE THE THINKING

Why is each wrong?

The answer is A.

Think carefully before joining a fight you cannot win.

A **Correct.**

The Foxes knew the Hares were weak and the Eagles were strong. They refused to join a losing side. The author teaches that it is wise to consider the odds before jumping in.

B **Foxes are the wisest animals in the forest.**

The Foxes are cautious here, but the message is about the situation, not about ranking animals.

C **Hares should never go to war.**

The story is about choosing sides wisely, not about whether Hares should fight.

D **Eagles always start fights with smaller animals.**

The story does not say who started the war. The message is about the Foxes' wise choice.

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SLIDE 11 OF 11 ·

The Answer, and Why

 ~4 min

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

"The answer is A."

▶ *Reveal reasons.*

"Each wrong choice does not match."

▶ *Write one sentence.*

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why A fits.

RPLD EVIDENCE & ADVICE

Highest DEFEND move.

RAISE THE THINKING

Write a new question.