

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

Patience That Builds to a Lesson

from “The Lark and Her Young Ones” (Aesop, 1867, excerpt)

Some fables teach through a character who waits patiently. The mother Lark hears that the farmer will ask friends to help harvest, and she says, there is no hurry. Only when the farmer says he will do it himself does the Lark know it is time to move. Patience and reading people IS the 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 31 of 36 · Cluster 7 · 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 patience that builds to a lesson.”

▶ Show the cover. Read the TEKS wording aloud.

“Our mentor text is The Lark and Her Young Ones.”

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 7 Module 3 · “The Lark and Her Young Ones” (Aesop, trans. Townsend, 1867) · tracking sheet · pencils

THE MENTOR TEXT

The Lark and Her Young Ones · The Jackdaw and the Doves (test)

CHECK FOR UNDERSTANDING

Ask what patience that builds to a lesson means.

RAISE THE THINKING

Ask how this differs from last week.

Read the published fable.

This excerpt shows the key moment. Read it, then read it again. Watch for the Lark's patience.

The Lark and Her Young Ones (excerpt)

One of the young Larks heard his speech and related it to his mother, inquiring of her to what place they should move for safety. "There is no occasion to move yet, my son," she replied; "the man who only sends to his friends to help him with his harvest is not really in earnest." The owner of the field came again a few days later and saw the wheat shedding the grain from excess of ripeness. He said, "I will come myself tomorrow with my laborers, and will get in the harvest." The Lark on hearing these words said to her brood, "It is time now to be off, my little ones, for the man is in earnest this time; he no longer trusts to friends, but will reap the field himself."

Self-help is the best help.

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 Lark's patience and when it changes."

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 patience.

Find the two different things the Lark says. What changes the second time?

First: "There is no occasion to move yet" (patient)
Second: "It is time now to be off" (urgent)

I CAN | I can notice when the Lark's patience changes to urgency.

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Grade 3 · Cluster 7 · 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.

Why does the Lark only worry when the farmer says he will do it himself?

A People who rely on themselves are the ones who get things done.

B "One of the young Larks heard his speech."

C "The wheat shedding the grain from excess of ripeness."

I CAN | I can choose the real message about self-reliance.

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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: A.

CHECK FOR UNDERSTANDING

Why is A strongest?

RPLD EVIDENCE & ADVICE

Developing level.

RAISE THE THINKING

What makes it stronger?

TODAY'S THINKING JOB

SHOW

"I can show how the two responses prove 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 pattern proves the message.

The farmer asks friends first, then decides to do it himself. How do the Lark's two different responses prove the lesson?

Friends = "not really in earnest"
Himself = "the man is in earnest this time"

I CAN | I can show how the change from patience to urgency proves self-reliance matters.

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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 two responses that build to a lesson."

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 what a wise character says at two different moments.

First time: "He says he will ask his brother to fix the fence. No rush."
Second time: "He says he will fix the fence himself tomorrow. Now we move."

I CAN | I can write two responses that show patience building to a lesson.

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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 repeated responses teach the lesson."

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.

Why does hearing the Lark say "not yet" first make "now" feel urgent?

"There is no occasion to move yet" (first)

"It is time now to be off" (second). The patience makes the urgency hit harder.

I CAN | I can defend why patience before urgency makes the lesson land.

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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 reading the signs.

Choose a wise character who waits patiently. Show them ignoring the first warning and reacting to the second. Let the change teach the lesson.

**Choose a wise, patient character.
Show them ignoring the first warning.
Show them acting on the second.
Let the change teach the lesson.**

I CAN | I can write my own fable where patience and timing 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 First: **“There is no occasion to move yet”** (the farmer relies on friends). Second: **“It is time now to be off”** (the farmer will do it himself).

CHOOSE A. Self-reliance is what makes the farmer dangerous. As long as he depends on others, nothing happens.

SHOW Friends might not show up. When the farmer says “I will do it myself,” the Lark knows he means it. The contrast between depending on others and acting alone proves the lesson.

OWN Answers vary. One example: **“He is asking his brother. Brothers are busy. But when he picks up the hammer himself, that fence is getting fixed.”**

DEFEND The first “not yet” makes the reader relax. When the Lark suddenly says “now,” the reader feels the shift. The patience makes the urgency land.

YOUR TURN Answers vary. One example: A squirrel heard the farmer say he would hire someone to plow the field. The mother squirrel said, **“Hired workers are slow. But when he brings his own plow, we run.”**

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 JACKDAW AND THE DOVES” (AESOP, TRANS. TOWNSEND, 1867)

“A Jackdaw, seeing some Doves in a cote abundantly provided with food, painted himself white and joined them. The Doves admitted him. But when one day he forgot himself and began to chatter, they discovered his true character and drove him forth. Failing to obtain food among the Doves, he returned to the Jackdaws. They too, not recognizing him on account of his color, expelled him.”

What message does the author want the reader to learn?

- A** Jackdaws should never visit doves.
- B** Pretending to be what you are not can cost you everything.
- C** Painting yourself white is always a good disguise.
- D** Doves are the most generous birds.

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Show What You Know

 ~4 min

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

“Test on ‘The Jackdaw and the Doves.’”

▶ Read text and question.

“Read all four choices.”

▶ Choose privately.

ANSWER KEY: B.

CHECK FOR UNDERSTANDING

Choose by purpose.

RPLD EVIDENCE & ADVICE

DEFEND in action.

RAISE THE THINKING

Why is each wrong?

The answer is B.

- A Jackdaws should never visit doves.**
The story is not about which birds visit which. It is about the cost of pretending.
- B Pretending to be what you are not can cost you everything.**
Correct.
The Jackdaw lost both homes. The Doves found him out, and his own flock did not recognize him. Pretending cost him everything.
- C Painting yourself white is always a good disguise.**
The disguise worked only until the Jackdaw talked. The story shows the disguise failed.
- D Doves are the most generous birds.**
The Doves shared food, but the story is about the Jackdaw's mistake, not the Doves' generosity.

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SLIDE 11 OF 11 ·

The Answer, and Why

 ~4 min

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

"The answer is B."

▶ Reveal reasons.

"Each wrong choice does not match."

▶ Write one sentence.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why B fits.

RPLD EVIDENCE & ADVICE

Highest DEFEND move.

RAISE THE THINKING

Write a new question.