

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 Short Fable, A Big Question

from “The Astronomer” (Aesop, 1867)

Some fables end with a question that IS the lesson. The neighbor asks the Astronomer why he cannot see what is on earth while looking at the sky. The question stays with the reader. This week we notice how an ending question can carry the whole 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 8 · Published Texts & Mentor Texts

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SLIDE 1 OF 11 ·

Introduce the Week

 ~5 min

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

“This week we study a short fable, a big question.”

▶ Show the cover. Read the TEKS wording aloud.

“Our mentor text is The Astronomer.”

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 8 Module 1 · “The Astronomer” (Aesop, trans. Townsend, 1867) · tracking sheet · pencils

THE MENTOR TEXT

The Astronomer · The Fox and the Crane (test)

CHECK FOR UNDERSTANDING

Ask what a short fable, a big question 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. Listen for the question at the end.

The Astronomer

AN ASTRONOMER used to go out at night to observe the stars. One evening, as he wandered through the suburbs with his whole attention fixed on the sky, he fell accidentally into a deep well. While he lamented and bewailed his sores and bruises, and cried loudly for help, a neighbor ran to the well, and learning what had happened said:

“Hark ye, old fellow, why, in striving to pry into what is in heaven, do you not manage to see what is on earth?”

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 question that carries 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"

Notice the ending question.

Find the question the neighbor asks. What lesson does it teach?

"Why, in striving to pry into what is in **heaven,"**
"do you not manage to see what is on **earth?"**

I CAN | I can notice a question that carries the whole lesson.

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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 is the neighbor really teaching?

A "An Astronomer used to go out at night."

B Pay attention to what is right in front of you.

C "He fell accidentally into a deep well."

I CAN | I can choose the message behind the ending question.

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Grade 3 • Cluster 8 • 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 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.

The neighbor does not tell the Astronomer the lesson. He asks a question. How does that prove the point?

Heaven (far away, not useful right now)
Earth (right here, where the well is). The question makes the Astronomer answer himself.

I CAN | I can show how an ending question makes the character and reader think.

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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 an ending question that teaches."

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 character asks at the end.

A student spent all night studying for the wrong test. A classmate said:

I CAN | I can write a question that makes the listener see the 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 a question is stronger than a statement."

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 neighbor could have said the lesson. Why does a question work better?

"Why do you not manage to see what is on earth?"
A question makes the Astronomer find the answer himself. Why is that stronger?

I CAN | I can defend why an ending question teaches better than a statement.

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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 an ending question.

Choose a character who focuses on the wrong thing. Let a wise character ask one question that makes the lesson clear.

**Choose a character who focuses on the wrong thing.
Let a wise character ask one question.
The question IS the lesson.**

I CAN | I can write my own fable where one question teaches 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 “Why, in striving to pry into what is in heaven, do you not manage to see what is on earth?” The question IS the lesson.

CHOOSE B. Pay attention to what is in front of you. B and C are story details.

SHOW The Astronomer watched the sky while the well was at his feet. The question forces him to see the gap between looking far away and missing what is close.

OWN Answers vary. One example: The classmate said, “If you studied so hard, why didn’t you check which test was tomorrow?”

DEFEND A statement gives the answer. A question makes the listener find the answer themselves. The lesson sticks because the listener does the thinking.

YOUR TURN Answers vary. One example: A boy practiced catching far throws but kept dropping the ball when it was tossed gently. His coach said, “If you can catch one from across the field, why can’t you catch one from right here?”

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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 POEM · FROM “FERRY ME ACROSS THE WATER” BY CHRISTINA ROSSETTI (1872)

**“Ferry me across the water,
Do, boatman, do.”**

**“If you’ve a penny in your purse
I’ll ferry you.”**

**“I have a penny in my purse,
And my eyes are blue;**

**So ferry me across the water,
Do, boatman, do.”**

Why does the child mention “my eyes are blue” when asking for a ride?

A To show the child’s innocence and charm, not just the penny.

B To explain what color eyes the child has.

C To prove the child is telling the truth about the penny.

D To describe what the boatman looks like.

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SLIDE 10 OF 11 ·

Show What You Know

 ~4 min

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

“Test on ‘The Fox and the Crane.’”

▶ 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.

To show the child's innocence and charm, not just the penny.

A **Correct.**

The penny is practical. The blue eyes are personal and sweet. The child offers both money and charm, which shows innocence. The detail makes the poem warm.

B **To explain what color eyes the child has.**

Eye color is a detail, but its purpose is charm, not description.

C **To prove the child is telling the truth about the penny.**

Blue eyes do not prove anything about a penny. The detail adds personality, not proof.

D **To describe what the boatman looks like.**

The blue eyes belong to the child, not the boatman.

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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.