

To my parents, who embody fairness, humility, and wisdom

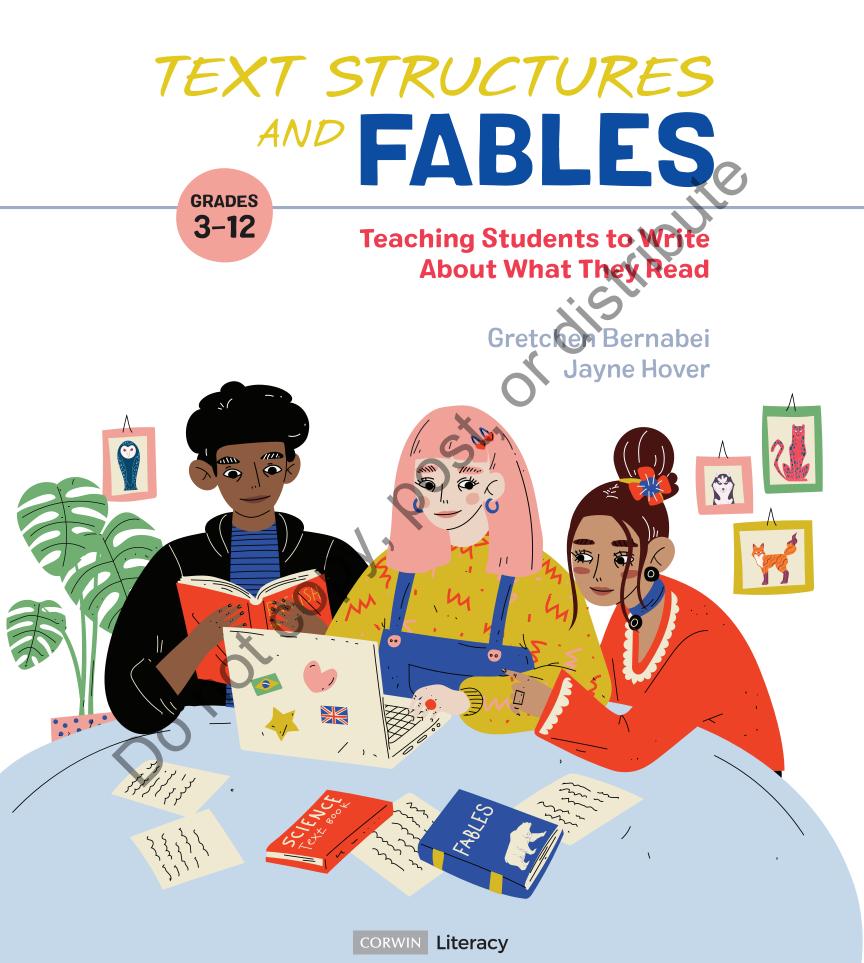
-Gretchen

distripute

To my grandma, who embodied generosity, acceptance, and strength

,onot copy

-Jayne



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Contents

Acknowledgments	xi
Introduction	
PART I. BUILDING STRONG READERS AND WRITERS	13
LESSON 1. RESPONDING TO READING	15
Teaching Note	20
Student Samples	21
Variation	24
LESSON 2. WRITING FICTION FOR READERS	26
Student Samples	28
LESSON 3. WRITING ESSAYS ABOUT THE MORAL	30
Text Structures	34
Student Samples	37
FABLE THEMES 1-10	39
THEME 1: GENEROSITY VS. GREED	39
The Miser	39
The Donkey and His Shadow	39
The Goose With the Golden Eggs The Fisherman and the Little Fish	40 40
The Woman and Her Hen	40
THEME 2: HONESTY VS. DECEIT	41
The Shepherd Boy and the Wolf	41
The Donkey in the Lion's Skin	41
Mercury and the Woodman The Shipwrecked Impostor	42
The Thief and the Innkeeper	43 43
THEME 3: REASONABLENESS VS. IMPULSIVENESS	44
The Flies and the Honey	44
The Wolf, the Goat, and the Kid The Tortoise and the Eagle	44 44
The Lion, the Fox, and the Beasts	45
The Fox and the Ape	45

THEME 4: PERSUASION VS. INEFFECTIVENESS	46
The Swan and the Goose The Town Mouse and the Country Mouse	46 46
The Gnat and the Bull	47
The Huntsman and the Fisherman The North Wind and the Sun	47 47
THEME 5: LOYALTY VS. BETRAYAL	48
The Fox and the Stork The Lion's Share The Monkeys and Their Mother The Horse, the Hunter, and the Stag The Donkey, the Fox, and the Lion	48 48 49 49
THEME 6: HELPFULNESS VS. SELFISHNESS	50
The Serpent and the Eagle	50
The Two Pots	50
The Belly and the Members The Wolf and the Crane	51 51
The Dove and the Ant	51
THEME 7: AUTHENTIC VS. FAKE	52
The Lion and the Donkey The Monkey and the Cat	52 52
The Donkey Carrying the Image	52
The Peacock and the Crane	53
The Horse and the Groom	53
THEME 8: ACCEPTANCE VS. JUDGMENT	54
The Boys and the Frogs	54
The Fox and the Grapes	54
The Raven and the Swan The Geese and the Cranes	54 54
The Hares and the Frogs	55
THEME 9: COMMON SENSE VS. HEEDLESSNESS	56
The Hen and the Swallow The Donkey, the Rooster, and the Lion	56 56
The Dogs and the Hides	56
The Raven and the Snake	56
The Cat and the Mice	57
THEME 10: GRATITUDE VS. INGRATITUDE	58
The Shepherd and the Sheep	58
The Frogs Asking for a King	58
The Hawk and the Nightingale	59
The Travelers and the Plane Tree The Heron	59 59
	55

PART II. ASSESSING STRONG READERS AND WRITERS	61
LESSON 4. WRITING ANSWERS TO COMPREHENSION QUESTIONS	65
Understanding What You Read: Constructed Response Questions Student Samples Glimpses From Journals	68 70 72
LESSON 5. WRITING ANSWERS ABOUT THE AUTHOR'S CRAFT	74
Author's Choice Questions From Simpler to More Complex Student Samples Glimpses From Journals	76 78 80
FABLE THEMES 11–20	83
THEME 11: WISDOM VS. FOOLISHNESS	83
The Birds, the Beasts, and the Bat The Donkey and the Wolf The Dog and the Reflection The Miller, His Son, and Their Donkey The Seagull and the Owl	83 83 83 84 84 84
THEME 12: PREPAREDNESS VS. SLOTHFULNESS	85
The Astrologer The Bees, the Wasps, and the Hornet The Cat and the Fox The Wild Boar and the Fox The Young Man and the Swallow	85 85 86 86 86
THEME 13: PRUDENCE VS. RASHNESS	87
The Lark and Her Young Ones Belling the Cat The Frogs and the Well The Fox and the Goat The Donkey and the Grasshopper	87 87 88 88 88
THEME 14: GENUINENESS VS. INSINCERITY	89
The Fox Without His Tail The Ant and the Chrysalis The Fox, the Rooster, and the Dog The Wolf and the Goat The Lamb and the Wolf	89 89 90 90 91
THEME 15: HUMILITY VS. PRIDE	92
The Lion and the Wolf The Fox and the Crow The Quack Frog The Vain Jackdaw The Fighting Roosters and the Eagle	92 92 92 93 93

THEME 16: NAIVE VS. CUNNING	94
The Wolf and the Lion The Sheep and the Pig The Heifer and the Ox	94 94 94
The Dove and the Crows The Frog and the Ox	95 95
THEME 17: DETERMINATION VS. STUBBORNNESS	96
The Old Man and the Three Young Men The Donkey Carrying Salt The Donkey and His Driver The Lion and the Gnat The Bat and the Weasels	96 96 97 97
THEME 18: FRIENDS VS. ENEMIES	98
The Bear and the Two Travelers The Hare With Many Friends The Farmer and the Stork The Dog and the Hare The Wolves and the Sheep	98 98 99 99 99
THEME 19: FAIRNESS VS. TRICKERY	100
The Monkey and the Dolphin The Eagle, the Cat, and the Wild Sow A Wolf in Sheep's Clothing The Rooster and the Fox The Wolf and the Shepherd	100 100 101 101 102
THEME 20: CARING VS. CALLOUSNESS	103
The Lion and the Mouse The Dogs and the Fox The Sick Stag The Eagle and the Fox The Laborer and the Nightingale	103 103 103 104 104
PART III. USING NONTRADITIONAL FORMATS	105
Using These Strategies in the Content Area Show Me You Did Your Reading	108 110
LESSON 6. THE QA12345 DIALOGUE	111
QA12345 Script Practice Questions Student Samples	113 113 114
LESSON 7. INFOSHOT (CUBING): SHOW WHAT YOU KNOW	117
Student Samples	120
LESSON 8. BA-DA-BING	124
Student Samples	126

LESSON 9. THREE-THINGS RESPONSE	131
Student Samples	133
LESSON 10. ONE-LINERS	137
Student Samples	138

FABLE THEMES 21-30

139

THEME 21: CONTENTMENT VS. ENVY	139	$\langle Q \rangle$
The Milkmaid and Her Pot of Milk	139	
The Donkey and the Lapdog	139	
The Stag and His Reflection The Owl and the Grasshopper	140 140	Y
The Donkey and His Masters	140	•
THEME 22: HARD WORK VS. LAZINESS	141	
The Ants and the Grasshopper	141	
The Oxen and the Wheels The Farmer and His Sons	141 142	
The Blind Man and the Lame Man	142	
The Horse and the Loaded Donkey	142	
THEME 23: STRENGTH VS. WEAKNESS	143	
The Lion and the Three Bulls	143	
The Fox and the Pheasants The Bear and the Beehives	143 144	
The Kid and the Wolf	144	
The Great and the Little Fishes	144	
THEME 24: HOPE VS. REALITY	145	
The Dog and the Oyster	145	
The Monkey and the Camel	145 145	
The Trumpeter Taken Prisoner The Boy and the Filberts	145 146	
The One-Eyed Doe	146	
THEME 25: FORGIVENESS VS. REVENGE	147	
The Dog in the Manger	147	
The Eagle and the Beetle	147	
The Father and His Sons The Bee and Jupiter	148 148	
The Bald Man and the Fly	148	
THEME 26: BRAVERY VS. COWARDICE	149	
The Doe and the Fawn	149	
The Wolf and the Kid	149	
The Hunter and the Woodman The Boy and the Nettles	150 150	
The Vixen and the Lioness	150	

	4 - 4
THEME 27: ACCOMMODATING VS. UNPLEASANT	151
The Goatherd and the Goats	151
The Father and His Two Daughters	151 151
Jupiter and the Monkey The Two Goats	151
The Man and the Lion	152
THEME 28: PERSEVERANCE VS. APATHY	153
The Hare and the Tortoise	153
Hercules and the Wagoner The Wolf and the House Dog	153 154
The Swallow and the Other Birds	154
The Crow and the Pitcher	155
	100
THEME 29: MINDFULNESS VS. IGNORANCE	156
The Eagle and the Jackdaw	156
The Dancing Monkeys	156
The Hare and the Hound	156
The Woodman and the Serpent The Eagle and the Arrow	157 157
The Lagie and the Arrow	157
THEME 30: RESPECTFULNESS VS. RUDENESS	158
The Fox and the Leopard	158
The Porcupine and the Snakes	158
The Crab and Its Mother	158
The Lion, the Bear, and the Fox	159 150
The Bull and the Goat	159
	161
Appendix References	161 185
IVEICIEI ICES	100
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resources.corwin.com/textstructuresandfables	
Ior dowinoadable text structures, rables, and other	
resources related to Text Structures and Fables.	

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Part I Building Strong Readers and Writers

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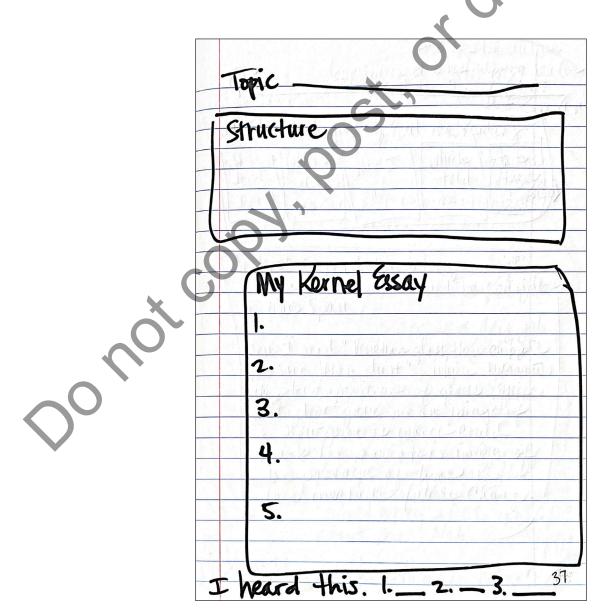
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Before we ask students to answer questions on a test—before we ask them to analyze on demand the effect of an author's choices on their audience of readers—our students must have some of those experiences as readers. *They must be the reader being affected*. They must be the person who said, "Ah! This character is a scoundrel!" or "This part brought a lump to my throat."

Our students need to wear the hat of the reader and the writer as often as we can build it into our days. They might wear the hat of the writer for a few short minutes as the class looks at one of their sentences to admire its power or for longer when they share their writing.

The three lessons in this part help build a routine for using language to respond to reading. Moreover, these three lessons all put a person in contact with another person. They build relationships. And isn't that what reading and writing are really for?

On the '90s TV series *Northern Exposure*, the poet/DJ Chris Stevens said, "If music is the pathway to the soul as Voltaire suggested, then speech is the pathway to other people. Live in silence and you live alone" (Smolan, 1991).



14 Text Structures and Fables

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LESSON 1. RESPONDING TO READING

Your students have read a story; then the discussion goes something like this:

You: What did you think about that story?

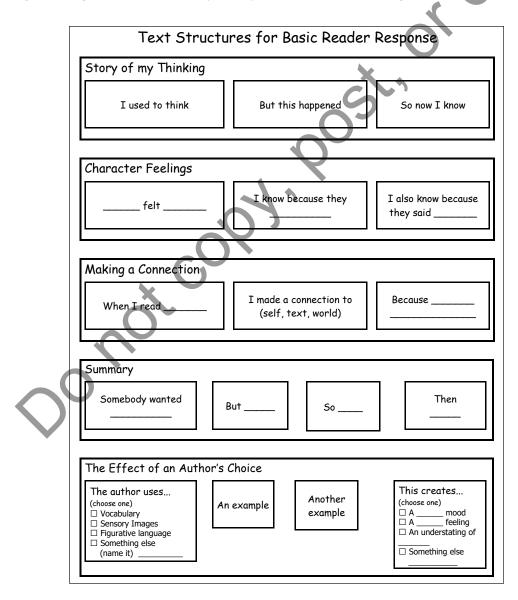
A third of them: It was okay.

Another third: It was boring.

Another third: It was good.

With too little guidance, students don't have much to say, while too much guidance looks like test prep worksheets with correct answers built in. And do they need practice test questions for every single thing they read?

In fact, they don't need a question at all in order to make a comment, but they do need to know what they're being asked to do. This lesson gets them into the habit of generating a text-based, in-depth response from their swirling brainwork.



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Lesson 1. Responding to Reading 15

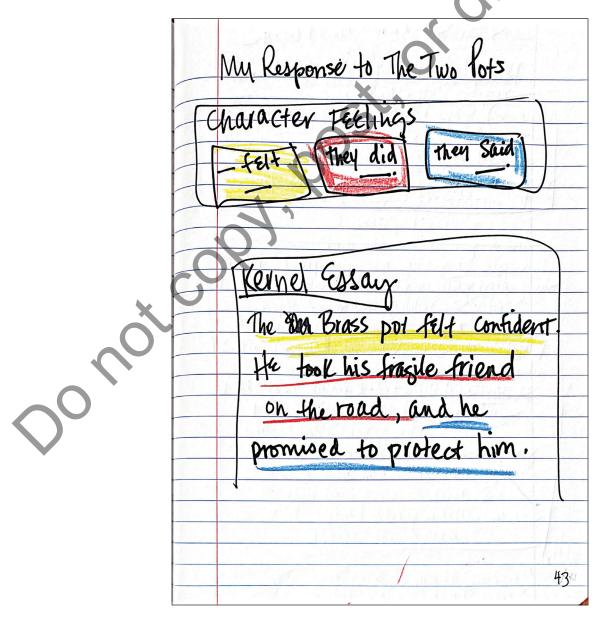
Jie

Step 1. Read a fable.

- Read or listen to a fable.
 - $_{\rm o}~$ You could read more than one fable grouped in the same theme.
 - $_{\circ}~$ You could read or listen to a partner read a fable.
- These fables are short; reread the fable again and again to pick up hidden details.
- You may want to consider acting out the fable to internalize the story.

Step 2. Choose and use a text structure.

- Choose a text structure from the basic response structures.
- Let the structure help you write down what you noticed as you were reading.
- When you have written something to go with each box, you have written a kernel essay.

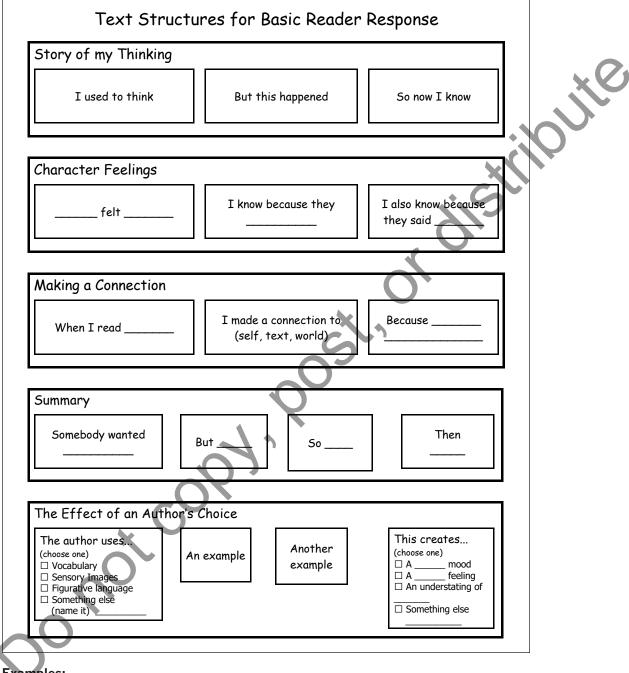


16 Part I: Building Strong Readers and Writers

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Step 3. Share.

- Read your kernel essay aloud to a partner or group.
- Listen to a couple of kernel essays written by others.



Examples:

About "The Two Pots"

Structure: The effect of an author's choice

The author uses personification when they have the two pots speak to each other. The two pots "had not gone ten paces before the earthen pot cracked." The author did this in order to give the reader an understanding of how friends sometimes hurt each other like the pots did.

Andrew Beem, teacher

MY Response to "The Two Pots" **Character Feelings** felt I know because I also know because they said they did Earthen pot felt scared when brass pot fold him about his plan. I know because he was not quick to accept the offer. I also know because he sand you know how fragile I am." Leia Parker Garcia Grade 3 esponse to "the One-Eyed be Character Fachings also Know ous becau equise ne Said felt defeated. Is she was during woy cannot Escape your showing that she was aware that protecting her blind side did not Her best strategy Save her work, making her sad and

18 Part I: Building Strong Readers and Writers

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Vm Kesponse to the Wolf & the Game story of My Thirkine Story I used 8 nr Pout this 9 to think 1 think happened M 9 Thinking I thought the wolf was untrustworshy but then he let the crave go. Now I think he was a tier about reward but Surprisingly trustworthy example Another about letting the crane live The Wolf and the Crane A Wolf had been feasting too greedily, and a bone had stuck crosswise in his throat. He coul nor down, and of course he could not eat a thing. Naturally that was an awful state of affairs for a gr away he hurried to the Crane. He was sure that she, with her long neck and bill, would easily be abl and pull it out. "I will revard you very handsomely," said the Wolf, "if you pull that bone out for m you can imagine, was very uneasy about putting her head in a Wolf's throat. But she was trusting in what the Wolf asked her to do. When the Wolf feit that the bone was gone, he started to walk away, my reward!" called the Crane anxiously. "What!" snarled the Wolf, whirling around. "Haven't you g enough that Tet you take your head out of my mouth without snapping it off?" Moral: Nobody should expect a reward for serving the untrustworthy. Lading Desponses It namonds and Toads" LESPENSE an authors Choice Structure The Effect the author uses he author uses figurative language to teveal character the tude " yumbled all the way, Showing her bad attitude and resentment. The narrator also salled the her an "illbred minox." We saw her as Worse than rude

Tip: Use this process with any text in any genre.

TEACHING NOTE

Our friend Lisa Taiclet shared her process. She introduced one structure each week to her fourth graders. The students taped a copy of the structure to the top of a page. At the end of silent reading time, her fourth graders used one structure each week. After five weeks, they had used all five. From that point on, she let them choose which eson distribution or distribution structure they wanted to use. She said, "It's making for good book discussions since they never all choose the same structure-or even if they do, they notice something

20 Part I: Building Strong Readers and Writers

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STUDENT SAMPLES

The Story of My Thinking: about Don't Call Me Pruneface!

Adyn, Grade 4

I used to think Paul was good as gold but he called Prudence Pruneface so now I know that Paul can be a little mean.

The Story of My Thinking: about Don't Call Me Pruneface!

Braelyn, Grade 4

I used to think that Prudence would never change her ways but once Paul called her Pruneface she realized what it was like to be called names. So now I know that she did change and now Paul and Prudence are friends.

Making a Connection: about Wonder

Kamila, Grade 4

When I read about no one wanting to touch Auggie, I made a connection to the world because in real life, corona [COVID-19 is happening] right now and we can't touch anybody.

Making a Connection: about The Three Little Wolves and the Big Bad Pig

Kamila, Grade 4

When I read about the Big Bad Pig and how cranky he was I made a text-to-self connection because sometimes I'm in a bad mood and do things that seem mean when I should stop and take some deep breaths like the pig did in the end.

Character Feelings: about Grace for President

Mel, Grade 4

Grace felt confused when she heard that there had never been a girl president. I know because she asked the teacher why and made posters for people to vote for her and because she said, "Go vote for a change."

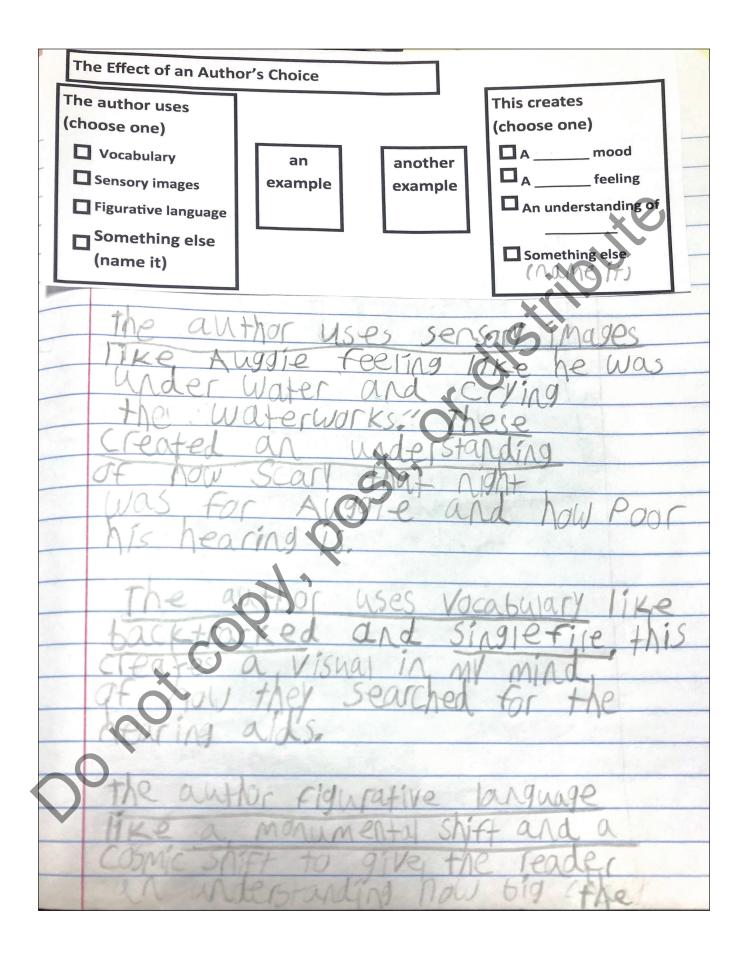
The Effect of an Author's Choice: about Wonder

Mel, Grade 4

The author uses figurative language like when Mr. Tushman said that August "carried up the most hearts." This creates an understanding of how August helped people not judge a book by its cover.

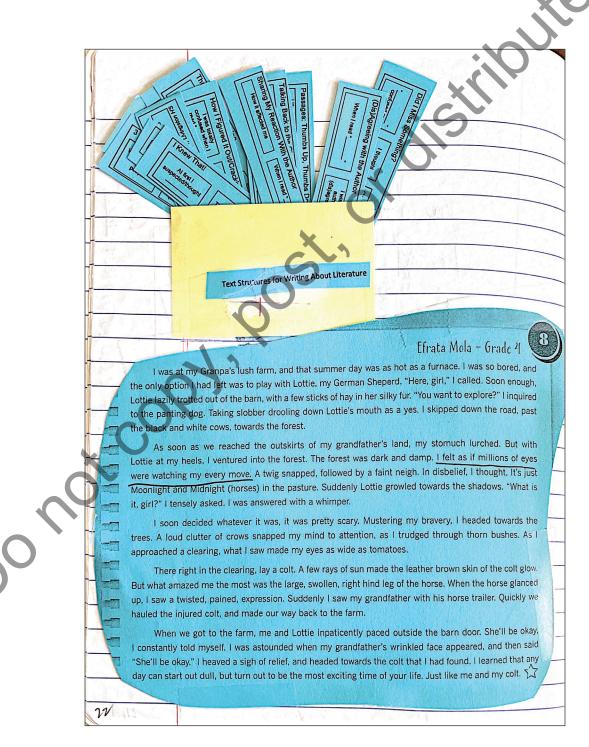
Vaking a Connection	Story of my Thinking
When I read I made a Because	I used to think
connection to	But(this
	happened) So now I know
The standed	
When I read about the kids trying	I used to think II
to not touch Anggie, I made a	was exifed to go to school your:
connection to the Didry of	Their Ent have school but
wimpy Kid because the Kids	about school second Lightmare
" that do the "cheese touch to.	
	about the frist day of school
then I read about no one	The school
nting to touch Auggie, I made	I used to think In
onviection to the world	good friend but I have
in real life there is	In with the only in the joined
	about Augoie ballander boystalking
	Second Huggle behind his back
ich anybody.	Last a vacue that Jack is
	a very goodfread
when I read about the big bad pig	T
and how cranky he was I made	I used to think kids running the
a text toself connection	warld was a terrible iden but
because sometimes I'm in a bad mood	then I real all fill but
a l'interpretation MPAN	and day all of the Kids
when I should stop and take	Juil and so now I think
when I should stup and take	Kids make the world better
I deep breath like the	
a did in the end	5
19 did in the end	
Summary	
Somebody wanted But So Then Auggie wanted his man to come and make him teel better albut Vid not wanting him at the play but Daisy dot sick so mom had to yich Diasy to the vet Then kaigh died so Auggie forgot dear his hurt Freelings Via didn't want Auggie to go to the play but Daisy died and they want but Daisy died and they want so mad at each other awy made to the play	Character Feelings I know because I also know felt I know because I also know Jach felt confused. I know because he kept I because they said Jach felt confused. I know because he kept H3179 to S.t. with different groups but people Next moving awag from him I also know Jach felt nervous. When he went to Auggies house for he first time? Know because he asked Auggie Jach felt nervous. When he went to Auggies house for he first time? Know because he asked Auggie if he had told via about the auful things jack said. I also know because he said, he was afraid Auggie told. Justin felt surpriesed when he met he met Auggie because he Said that he tried to fathe because he Said that he tried to fathe because he Said that he tried to fathe
Somebody wanted But SO Then Auggle wanted his man to come and make him teel better about Via hat wanting him at the play but parsy dot sick, so mom had to yich Diasy to the vet. Then kaigh died so Auggie forgot date his hurt feelings Via didn't want Auggie to go to the play but Parsy died and they wan not but Parsy died and they wan not here all ment to the play.	Character Feelings felt I know because they did Jac h felt confused. I know because he hept this ing to Sit with different groups but people Next moving away from him I also Know because he Said Why is no one sitting with mal? Jack felt nervous when he went to Auggies house for the First time. I know because he asked Auggie if he had told via about the awful things Jack said. I also know because he asked Auggie if he had told via about the awful things Jack said. I also know because he said, he was afraid Auggie told. Jushin felt surprised when he met Auggie because he lied about it to via. I also know because he said that he tried to father his expression to hide his surprise. Jack felt said when the three bas field. Jack felt said when the three bas field.
Somebody wanted But So Then Auggie wanted his man to come and make him teel better alout Via hat wanting him at the play but Daisy dat sick, so mom had to fill Didsy to the vet. Then valid died so Auggie for got about his hurt freelings. Via didn't want Auggie to go to the play but Valsy died and they was soot mad at each other awy make so they all went to the play. That Via took Mirandas place in the play and got a standing ovation. Via was supposed to be the	Character Feelings felt I know because they did Dach felt confused, I know because he hept tising to sit with different groups but people hear moving away from him I also know because he said Why is no one sitting with may" Jack felt nervous when he went to Auggies house for the first time I know because he asked Alaggie if he had told via about the auful things Jack said. I also know because he said, he was afraid Auggie told. Jushin felt surprised when he met Auggie because he lid via about it to via I also know because he field when he met Auggie because he lid about it to via I also know because he said that he tried to fake his expression to hide his surprise. Jack Felt sad when the three by Pickhed him I know because he lids he had to the his surprise.
Somebody wanted But So Then Auggie wanted his man to come and make him teel better alount Via hat wanting him at the play but Daisy dat sick so mom had to tick Didsy to the vet. Then Raish died so Auggie forgot alount his hurt Freelings Via didn't want Auggie to go to the play but Daisy died and they war so mad at each other amy made so they all went to the play. The play and got a standing Ovation. Via was supposed to be the ynder-up but Miranda faxed ynder-up but Miranda faxed	Character Feelings felt I know because they did Jach felt confused, I know because he hept this ing to sit with different groups but people Read moving away from him I also know because he said Why is no one sitting with may? Jack felt nervous, when he went to Auggirs house for the first time. I know because he asked Auggie if he had told via about the awful things Jack said. I also know because he said, he was afraid Auggie told. Justin felt surprised when he met Auggie because he lied about it to via. I also know because he said that he tried to take his expression to hide the Surprise. Jack felt said when the met Auggie because he said that he tried to take his expression to hide the three boys Pickid him. I know because he had it in the
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Somebody wanted But SO Then Auggie wanted his man to come and make him teel better alount Via not wanting him at the play but Daisy got sick. So mom had to tick Diasy to the yet. Then Raight died so Auggie forgot draw his hurt Freelings Via dan't want. Auggie to go to the play but Daisy died and they wan so mad at each other any more so they all went to the play. The play and got a standing oration. Via was supposed to be the yndertug but Miranda fared	Character Feelings felt I know because they did I also know because they said Jach Felt confused, I know because he hept tising to sit with different groups but people her merving away from him I also know because he said Why is no one sitting with mat? Jack Felt nervous when he went to Auggirs house for the first time! Know because he asked Auggle if he had told via about the awful things jack said. I also know because he said, he was afraid Auggie told. Jushin Felt surprised when he met Auggie because he lid via about it to via I also know because he said that he tried to fake his expression to hide his surprise. Jack Felt said when the three hole picked his expression to hide his surprise. Jack Felt said when the three hole picked he had told when the three hole he had he his because he said that he tried to fake his expression to hide his surprise. Jack Felt said when the three hole picked he had he had when the three hole picked he had he had when the three hele he he he he he here here here

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VARIATION

- Let students choose (and copy) a striking line or phrase from their reading.
- Choose a structure from the great lines page.
- Let the structure help you write about your thoughts as you read.
- Read your kernel essay to a partner or group.
- Listen to several other kernel essays.



24 Part I: Building Strong Readers and Writers

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"J felt as it millions of Eyes were Watching my Every more." UP: clarifier Line Juch RU means read ma Essay: this would be g I horrow, because thought. ements of horrow, gave me the creeps about the colt ood us So now I think this part is really Which means saying Clarifier - Aha Then I heard/read At first I though 23

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Lesson 1. Responding to Reading 25