

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

An Answer That Settles the Argument

from “The Charcoal-Burner and the Fuller” (Aesop, 1867)

Some fables end with one sentence that settles the whole argument. The Fuller gives one answer, and the story is over. That one sentence IS the message. This week we notice how a single answer can carry the entire 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 5 · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 22 of 36 · Cluster 5 · Module 2 · slide 1 of 11

TEACHER SAYS & DOES · SLIDE 1 OF 11 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“This week we study an answer that settles the argument.”

▶ Show the cover. Read the TEKS wording aloud.

“Our mentor text is The Charcoal-Burner and the Fuller. The Fuller says whatever he whitens, the charcoal would blacken. One sentence ends the discussion.”

▶ Preview the five thinking levels.

PREP & MATERIALS: the slide deck for Cluster 5 Module 2 · “The Charcoal-Burner and the Fuller” (Aesop) · tracking sheet · pencils

THE MENTOR TEXT

The Charcoal-Burner and the Fuller · The Two Travelers and the Axe (test)

CHECK FOR UNDERSTANDING

Ask what an answer that settles the argument means.

RAISE THE THINKING

Ask how this is different from last week.

Read the published fable.

This is the whole fable. Read it, then read it again. Listen for the one answer that settles everything.

The Charcoal-Burner and the Fuller

A CHARCOAL-BURNER carried on his trade in his own house. One day he met a friend, a Fuller, and entreated him to come and live with him, saying that they should be far better neighbors and that their housekeeping expenses would be lessened. The Fuller replied, “The arrangement is impossible as far as I am concerned, for whatever I should whiten, you would immediately blacken again with your charcoal.”

Like will draw like.

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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TEACHER SAYS & DOES · SLIDE 2 OF 11 ·

Read the Published Text

 ~6 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“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 move.

POSSIBLE STUDENT QUESTION

How is this different from a regular story?

RPLD EVIDENCE & ADVICE

Keep it joyful.

RAISE THE THINKING

What did you notice?

TODAY'S THINKING JOB

NOTICE

"I can notice the one answer that settles the argument."

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 answer.

Find the Fuller's reply. How does one sentence end the whole discussion?

"Whatever I should **whiten, you would immediately **blacken** again with your charcoal."**

I CAN | I can notice the one answer that settles the whole argument.

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Monday · NOTICE · Foundational

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's job is NOTICE."

▶ Read the I can statement and task.

"Find the craft move."

▶ Read key lines. Students write on NOTICE row.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Read the craft move aloud.

COMMON MISCONCEPTION

Too much or too little copied.

RPLD EVIDENCE & ADVICE

Keep demand at Foundational.

RAISE THE THINKING

What do you see or 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 lesson does the Fuller's answer teach?

A "A Charcoal-Burner carried on his trade in his own house."

B "They should be far better neighbors."

C People whose habits work against each other should not try to share.

I CAN | I can choose the real message behind the settling answer.

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Grade 3 · Cluster 5 · Published Texts & Mentor Texts · Tuesday

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Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's job is CHOOSE."

▶ Read the task.

"Which is the best example?"

▶ Choose privately, share with partner.

ANSWER KEY: C. See slide.

CHECK FOR UNDERSTANDING

Why is your choice strongest?

COMMON MISCONCEPTION

Picking by interest, not craft.

RPLD EVIDENCE & ADVICE

Keep demand at Developing.

RAISE THE THINKING

What makes A stronger?

TODAY'S THINKING JOB

SHOW

"I can show how the answer 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 answer works.

Why does "whatever I whiten, you would blacken" prove the two cannot live together?

"Whatever I should **whiten"**
"you would immediately **blacken"**

I CAN | I can show how one contrast proves the message.

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Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's job is SHOW."

▶ Read the task.

"Explain how the craft move works."

▶ Take 2-3 answers.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Point to the words that work.

COMMON MISCONCEPTION

Describing without explaining why.

RPLD EVIDENCE & ADVICE

Keep demand at Independent.

RAISE THE THINKING

What would change without this move?

TODAY'S THINKING JOB

OWN

"I can write one answer that settles an argument."

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 one answer that settles this argument.

A painter asked a muddy gardener to share a studio. The gardener replied:

I CAN | I can write one answer that ends the discussion.

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Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's job is OWN."

▶ Read the task.

"Try the craft move."

▶ Two minutes writing. Share two examples.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for the craft move.

COMMON MISCONCEPTION

Writing without the move.

RPLD EVIDENCE & ADVICE

First try at the craft move.

RAISE THE THINKING

Where did you use it?

TODAY'S THINKING JOB

DEFEND

"I can defend why one perfect answer is stronger than a long argument."

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 Fuller could have listed many reasons. Why does one answer work better?

**"Whatever I should whiten, you would immediately blacken again."
One sentence. No argument needed. Why is that stronger?**

I CAN | I can defend why one perfect answer beats a long argument.

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Grade 3 · Cluster 5 · Published Texts & Mentor Texts · Friday

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Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's job is DEFEND."

▶ Read the task.

"Why does this craft move make the text stronger?"

▶ Write a because statement.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why it is stronger.

COMMON MISCONCEPTION

Saying "it sounds better" without why.

RPLD EVIDENCE & ADVICE

Keep demand at Reflective.

RAISE THE THINKING

Name another text that uses this move.

Write your own fable with one settling answer.

Choose two characters whose habits work against each other. Let one suggest they work together. Let the other give one answer that ends the discussion.

Choose two characters whose habits clash.
Let one suggest working together.
Let the other give one answer that settles it.

I CAN | I can write my own story where one answer carries the whole lesson.

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Independent Practice · YOUR TURN

 ~6 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Your turn.”

▶ Read the task. Students work independently.

“Use the craft move.”

▶ Circulate.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for the craft move.

COMMON MISCONCEPTION

Writing without the move.

RPLD EVIDENCE & ADVICE

Independent practice.

RAISE THE THINKING

Check your craft move.

Answers, across the five thinking levels.

NOTICE “Whatever I should whiten, you would immediately blacken again with your charcoal.” The Fuller’s one answer shows exactly why the plan will not work.

CHOOSE C. People whose habits work against each other should not try to share. B and C are story details.

SHOW “Whiten” and “blacken” are exact opposites. The contrast proves in one breath that the two trades cannot share a space.

OWN Answers vary. One example: The gardener said, “Whatever I plant, your paint would cover. Whatever you paint, my mud would stain.”

DEFEND A long argument gives the listener room to argue back. One perfect contrast leaves nothing to say. The argument is over before it starts.

YOUR TURN Answers vary. One example: A librarian and a drummer thought about sharing a room. The librarian said, “Whatever I quiet, your drums would shake.”

TEACHER SAYS & DOES · SLIDE 9 OF 11 ·

Review the Answers

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Check our work.”

▶ Reveal answers one by one.

“If you missed one, that is your learning.”

▶ Celebrate explanations.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain how the craft move works.

COMMON MISCONCEPTION

Naming without explaining.

RPLD EVIDENCE & ADVICE

OWN turns into DEFEND.

RAISE THE THINKING

What would change with a different move?

READ THIS PASSAGE EXCERPT • FROM “THE TWO TRAVELERS AND THE AXE” (AESOP, TRANS. TOWNSEND, 1867)

“Two Men were journeying together. One of them picked up an axe that lay upon the path, and said, ‘I have found an axe.’ ‘Nay, my friend,’ replied the other, ‘do not say I, but We have found an axe.’ They had not gone far before they saw the owner pursuing them, and he who had picked up the axe said, ‘We are undone.’ ‘Nay,’ replied the other, ‘say I, not We are undone.’”

What message does the author want the reader to learn?

- A If you do not share the good, you should not expect to share the bad.
- B You should never pick up things you find on the ground.
- C Two travelers are safer than one.
- D Axes are dangerous to carry.

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Show What You Know

 ~4 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“Test-style question on ‘The Two Travelers and the Axe.’”

▶ Read text and question.

“Read all four choices.”

▶ Choose privately.

ANSWER KEY: The answer is A.

CHECK FOR UNDERSTANDING

Choose by the author’s purpose.

COMMON MISCONCEPTION

Choosing by guess.

RPLD EVIDENCE & ADVICE

DEFEND in action.

RAISE THE THINKING

Why is each wrong choice wrong?

The answer is A.

If you do not share the good, you should not expect to share the bad.

A **Correct.**

The man said “I” for the good luck and “we” for the trouble. His friend points out that sharing must go both ways.

B **You should never pick up things you find on the ground.**

The axe is a story detail. The message is about sharing fairly, not about found objects.

C **Two travelers are safer than one.**

The story is not about safety. It is about fairness in sharing.

D **Axes are dangerous to carry.**

The danger is from the owner, not the axe. The message is about sharing, not about axes.

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The Answer, and Why

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“The answer is A.”

▶ *Reveal each reason.*

“Each wrong choice does not match.”

▶ *Write one sentence explaining why.*

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why A fits.

COMMON MISCONCEPTION

Knowing without why.

RPLD EVIDENCE & ADVICE

Highest DEFEND move.

RAISE THE THINKING

Write a new question.