

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

Dialogue That Carries the Whole Story

from “The Seller of Images” (Aesop, 1867)

Some fables tell the whole story through what characters say. The seller makes a claim, and the bystander asks one question that unravels it. The dialogue IS the story. This week we notice how dialogue alone can carry a complete 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 dialogue that carries the whole story.”

▶ Show the cover. Read the TEKS wording aloud.

“Our mentor text is The Seller of Images.”

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 8 Module 3 · “The Seller of Images” (Aesop, trans. Townsend, 1867) · tracking sheet · pencils

THE MENTOR TEXT

The Seller of Images · Happy Thought (test)

CHECK FOR UNDERSTANDING

Ask what dialogue that carries the whole story 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. Notice that the whole story is built from what people say.

The Seller of Images

A CERTAIN MAN made a wooden image of Mercury and offered it for sale. When no one appeared willing to buy it, in order to attract purchasers, he cried out that he had the statue to sell of a benefactor who bestowed wealth and helped to heap up riches. One of the bystanders said to him, “My good fellow, why do you sell him, being such a one as you describe, when you may yourself enjoy the good things he has to give?”

“Why,” he replied, “I am in need of immediate help, and he is wont to give his good gifts very slowly.”

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 how the dialogue carries the whole story."

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 dialogue.

Find the bystander's question and the seller's answer. How do those two lines tell the whole story?

"Why do you sell him, being such a one as you describe?"
"I am in need of immediate help, and he is wont to give his good gifts very slowly."

I CAN | I can notice how dialogue carries the whole story and message.

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Grade 3 • Cluster 8 • 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.

What does the bystander's question really prove?

- A "A certain Man made a wooden image of Mercury."
- B "No one appeared willing to buy it."
- C If something sounds too good to be true, it probably is.

I CAN | I can choose the message that the dialogue reveals.

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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 one question unravels the lie."

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 seller says the statue gives wealth. The bystander asks why the seller does not keep it. How does that one question expose the lie?

Claim: the statue gives wealth.

Question: then why do you need to sell it? The question IS the proof.

I CAN | I can show how one question in the dialogue exposes the truth.

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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 dialogue that carries a 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"

Own it. Try the craft move.

Write a claim and a question that unravels it.

A student said, "This lucky pencil always gets the right answer." A friend asked:

I CAN | I can write dialogue where one question proves the point.

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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 dialogue alone can carry a fable."

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 describes very little. Why do the spoken words carry the whole story?

The seller claims. The bystander questions. The seller stumbles.
Why does letting characters speak teach the lesson more powerfully than narration?

I CAN | I can defend why dialogue can carry a whole fable without much narration.

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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 dialogue fable.

Choose a character who makes a false claim. Let another character ask one question that proves the claim is false.

**Choose a character who makes a false claim.
Let another character ask one question.
The question proves the claim is false.**

I CAN | I can write my own fable where dialogue carries the whole message.

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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 bystander asks “**Why do you sell him?**” and the seller’s stumbling answer proves the claim is false.

CHOOSE C. If the statue really gave wealth, the seller would keep it. The bystander’s question proves the point.

SHOW The seller says the statue gives wealth but sells it for quick money. The question exposes the gap between the claim and the reality.

OWN Answers vary. One example: The friend asked, “**Then why did you miss three answers on yesterday’s test?**”

DEFEND Narration tells you what happened. Dialogue lets you hear the lie and the question yourself. The reader catches the lie in real time.

YOUR TURN Answers vary. One example: A boy said, “**This map leads to buried treasure.**” A girl asked, “**Then why are you selling it instead of digging?**”

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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 PASSAGE EXCERPT · FROM “THE FOX WHO HAD LOST HIS TAIL” (AESOP, TRANS. TOWNSEND, 1867)

“A Fox caught in a trap escaped, but in so doing lost his tail. He assembled a good many Foxes and publicly advised them to cut off their tails, saying that they would not only look much better without them, but that they would get rid of the weight of the brush. One of them said, ‘If you had not yourself lost your tail, my friend, you would not thus counsel us.’”

What message does the author want the reader to learn?

- A** Foxes look better without tails.
- B** Traps are the most dangerous thing in the forest.
- C** Friends should always follow each other’s advice.
- D** Do not trust advice from someone who benefits from your loss.

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SLIDE 10 OF 11 ·

Show What You Know

 ~4 min

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

“Test on ‘Happy Thought.’”

▶ Read text and question.

“Read all four choices.”

▶ Choose privately.

ANSWER KEY: D.

CHECK FOR UNDERSTANDING

Choose by purpose.

RPLD EVIDENCE & ADVICE

DEFEND in action.

RAISE THE THINKING

Why is each wrong?

The answer is D.

A **Foxes look better without tails.**

The tailless Fox claims this, but it is not the message. He is making an excuse to hide his embarrassment.

B **Traps are the most dangerous thing in the forest.**

The trap is a detail that starts the story. The message is about self-serving advice, not about traps.

C **Friends should always follow each other's advice.**

The story teaches the opposite. The wise Fox refuses to follow bad advice because he sees the hidden motive.

D **Do not trust advice from someone who benefits from your loss.**

Correct.

The Fox lost his tail and wanted everyone else to lose theirs so he would not feel alone. His advice serves himself, not the others. The wise Fox sees through it.

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SLIDE 11 OF 11 ·

The Answer, and Why

 ~4 min

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

"The answer is D."

▶ *Reveal reasons.*

"Each wrong choice does not match."

▶ *Write one sentence.*

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why D fits.

RPLD EVIDENCE & ADVICE

Highest DEFEND move.

RAISE THE THINKING

Write a new question.