

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 Character Who Learns to Accept

from “The Peacock and Juno” (Aesop, 1867)

Some fables teach the message through a wise character who helps another accept what they have. The Peacock complains that he cannot sing, and Juno teaches him that every creature has its own gift. This week we notice how an answer from a wise character teaches the lesson of contentment.

This deck teaches **author craft and composition** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



Read the published fable.

This is the whole fable. Read it, then read it again. Listen for the answer that teaches the Peacock to accept his gifts.

The Peacock and Juno

THE PEACOCK made complaint to Juno that, while the nightingale pleased every ear with his song, he himself no sooner opened his mouth than he became a laughingstock to all who heard him. The Goddess, to console him, said, “But you far excel in beauty and in size. The splendor of the emerald shines in your neck and you unfold a tail gorgeous with painted plumage.” “But for what purpose have I,” said the bird, “this dumb beauty so long as I am surpassed in song?” “The lot of each,” replied Juno, “has been assigned by the will of the Fates: to thee, beauty; to the eagle, strength; to the nightingale, song. These are all contented with the endowments allotted to them.”

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.



PUBLISHED TEXTS

TODAY'S THINKING JOB

NOTICE

"I can notice the answer that teaches the character to accept."

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 wise answer.

Find the sentence where Juno teaches the Peacock to accept his gift.

"To thee, beauty; to the eagle, strength; to the nightingale, song."

"These are all contented with the endowments allotted to them."

I CAN | I can notice the wise answer that teaches contentment.



PUBLISHED TEXTS

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 Juno really teaching the Peacock?

A "The Peacock made complaint to Juno."

B "You far excel in beauty and in size."

C Be content with your own gifts instead of wanting someone else's.

I CAN | I can choose the real message about contentment.



PUBLISHED TEXTS

TODAY'S THINKING JOB

SHOW

“I can show how the list of gifts 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.

Juno names beauty, strength, and song. How does that list prove the lesson?

“To thee, **beauty; to the eagle, **strength**; to the nightingale, **song**.”**
Each creature has ONE gift. Why does naming them all prove the lesson?

I CAN | I can show how the list of gifts proves the lesson of contentment.



PUBLISHED TEXTS

TODAY'S THINKING JOB

OWN

“I can write a wise answer that teaches contentment.”

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 the wise character says to teach this character to accept their gift.

A plain sparrow complained to an owl that she had no bright colors. The owl said:

I CAN | I can write a wise answer that teaches a character to accept their gift.



PUBLISHED TEXTS

TODAY'S THINKING JOB

DEFEND

"I can defend why the wise character's answer works."

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.

Juno could have just said "Stop complaining." Why does naming each creature's gift work better?

"To thee, beauty; to the eagle, strength; to the nightingale, song."

Naming the gifts shows the Peacock that EVERY creature has limits. Why does that work?



I can defend why naming gifts teaches contentment better than a command.



PUBLISHED TEXTS

Write your own fable about accepting your gift.

Choose an animal who wants a gift it does not have. Let a wise character name what each animal was given, so the complainer sees the pattern.

**Choose an animal who wants someone else's gift.
Let a wise character name each animal's gift.
End with the lesson that every gift has its purpose.**

I CAN | I can write my own story where a wise answer teaches contentment.



PUBLISHED TEXTS

Answers, across the five thinking levels.

NOTICE Juno says, “**These are all contented with the endowments allotted to them.**” Each creature has its own gift, and contentment comes from accepting yours.

CHOOSE **C.** Be content with your own gifts. B and C are story details. The message is in Juno’s final answer.

SHOW Naming beauty, strength, and song shows that no creature has everything. Each has one gift. The list proves that wanting another’s gift means losing sight of your own.

OWN Answers vary. One example: The owl said, “**You have the gift of flight through any storm. The parrot has colors but cannot fly in the rain. Each bird has what it needs.**”

DEFEND Saying “stop complaining” is a command. Naming each gift lets the Peacock see the pattern himself. Understanding beats obedience.

YOUR TURN Answers vary. One example: A turtle wished for wings. A wise crane said, “**You carry your home on your back. The bird has flight, but no shelter of its own.**”



PUBLISHED TEXTS

READ THIS PASSAGE EXCERPT • FROM “THE POMEGRANATE, APPLE-TREE, AND BRAMBLE” (AESOP, TRANS. TOWNSEND, 1867)

“The Pomegranate and Apple-Tree disputed as to which was the most beautiful. When their strife was at its height, a Bramble from the neighboring hedge lifted up its voice, and said in a boastful tone, ‘Pray, my dear friends, in my presence at least cease from such vain disputings.’”

What message does the author want the reader to learn?

- A** Pomegranates are more beautiful than apple trees.
- B** Those who have the least sometimes act the most important.
- C** Brambles should stay in the hedge.
- D** Trees should never argue about their looks.



PUBLISHED TEXTS

The answer is B.

- A** **Pomegranates are more beautiful than apple trees.**
The story does not settle which is more beautiful. The message is about the Bramble, not the trees.
- B** **Those who have the least sometimes act the most important.**
Correct.
The Bramble has no fruit or beauty but interrupts the argument as if it matters most. The author shows that some who have the least try to seem the greatest.
- C** **Brambles should stay in the hedge.**
The story is not about where brambles belong. It is about those who boast without cause.
- D** **Trees should never argue about their looks.**
The argument is the setting. The message is about the Bramble's misplaced boasting, not about arguing.

