

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.

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Grade 3 · Cluster 5 · Published Texts & Mentor Texts

TEKS 3.10(A) · 3.12(A) · Published Texts & Mentor Texts · Week 24 of 36 · Cluster 5 · Module 4 · 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 a character who learns to accept their gift.”

▶ Show the cover. Read the TEKS wording aloud.

“Our mentor text is The Peacock and Juno. Juno teaches the Peacock that every creature has its own gift and should be content.”

▶ Preview the five thinking levels.

PREP & MATERIALS: the slide deck for Cluster 5 Module 4 · “The Peacock and Juno” (Aesop) · tracking sheet · pencils

THE MENTOR TEXT

The Peacock and Juno · The Pomegranate, Apple-Tree, and Bramble (test)

CHECK FOR UNDERSTANDING

Ask what a character who learns to accept their gift 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 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.

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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 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.

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Grade 3 • Cluster 5 • Published Texts & Mentor Texts • Monday

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TEACHER SAYS & DOES • SLIDE 3 OF 11 •

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 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.

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

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TEACHER SAYS & DOES · SLIDE 4 OF 11 ·

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 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.

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Grade 3 • Cluster 5 • Published Texts & Mentor Texts • Wednesday

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TEACHER SAYS & DOES • SLIDE 5 OF 11 •

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 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.

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

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TEACHER SAYS & DOES · SLIDE 6 OF 11 · 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 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 | I can defend why naming gifts teaches contentment better than a command.

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

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TEACHER SAYS & DOES · SLIDE 7 OF 11 ·

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 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.

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TEACHER SAYS & DOES · SLIDE 8 OF 11 ·
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 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.**”

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 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.

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TEACHER SAYS & DOES · SLIDE 10 OF 11 ·

Show What You Know

 ~4 min

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

“Test-style question on ‘The Pomegranate, Apple-Tree, and Bramble.’”

▶ Read text and question.

“Read all four choices.”

▶ Choose privately.

ANSWER KEY: The answer is B.

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 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.

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TEACHER SAYS & DOES · SLIDE 11 OF 11 ·

The Answer, and Why

 ~4 min

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

"The answer is B."

▶ Reveal each reason.

"Each wrong choice does not match."

▶ Write one sentence explaining why.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why B fits.

COMMON MISCONCEPTION

Knowing without why.

RPLD EVIDENCE & ADVICE

Highest DEFEND move.

RAISE THE THINKING

Write a new question.