

PUBLISHED TEXTS

EXACT TEKS WORDING (FROM TEA)

“explain the author’s purpose and message within a text”

“compose literary texts such as personal narratives and poetry using genre characteristics and craft”

WHAT DOES THIS MEAN TO ME?

Published texts are real stories, poems, and books 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 text teaches or shows.

When I study what an author did, I can try that same craft in my own writing.

THIS WEEK’S FOCUS

Dialogue That Reveals the Theme (central idea)

from “The Rose and the Amaranth” by Aesop (trans. George Fyler Townsend) (1867)

The Rose speaks the lesson aloud. Lasting value matters more than brief beauty.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PUBLISHED TEXTS

Read the published text.

Read it, then read it again. Notice the craft move the author uses.

The Rose and the Amaranth

An Amaranth planted in a garden near a Rose-Tree, thus addressed it: “What a lovely flower is the Rose, a favourite alike with Gods and with men. I envy you your beauty and your perfume.” The Rose replied, “I indeed, dear Amaranth, flourish but for a brief season! If no cruel hand pluck me from my stem, yet I must perish by an early doom. But thou art immortal and dost never fade, but bloomest for ever in renewed youth.”

SOURCE · PUBLIC DOMAIN

From Three Hundred Aesop’s Fables (public domain, Project Gutenberg #21)

I CAN | I can read a published text and notice the author’s craft move.



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TODAY'S THINKING JOB

NOTICE

“I can notice the dialogue.”

EXACT TEKS WORDING

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Notice the dialogue.

What does the Amaranth say? What does the Rose say?

The Amaranth envies the Rose’s beauty. The Rose says beauty fades, but the Amaranth lasts forever.

I CAN | I can notice the dialogue..



PUBLISHED TEXTS

TODAY'S THINKING JOB

CHOOSE

“I can choose the theme (central idea) line.”

EXACT TEKS WORDING

“explain the author’s purpose and message within a text”

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Choose the theme (central idea) line.

Which line states the lesson?

A “What a lovely flower is the Rose” (compliment)

B “I must perish by an early doom” (cost)

C “Thou art immortal and dost never fade” (lasting value)

I CAN | I can choose the theme (central idea) line..



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TODAY'S THINKING JOB

SHOW

“I can show how dialogue delivers the theme.”

EXACT TEKS WORDING

“explain the author’s purpose and message within a text”

“compose literary texts such as personal narratives and poetry using genre characteristics and craft”

Show how dialogue delivers the theme.

Why is it more powerful when the Rose says the lesson?

When the Rose admits its own weakness, the reader believes it. A narrator would feel like a lecture.

I CAN | I can show how dialogue delivers the theme..



PUBLISHED TEXTS

TODAY'S THINKING JOB

OWN

"I can own it. write a dialogue that teaches."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts such as personal narratives and poetry using genre characteristics and craft"

Own it. Write a dialogue that teaches.

Two objects or animals. One teaches the other.

"I wish I could soar like you," said the Stream. "And I wish I could nourish a garden," replied the Cloud.

I CAN | I can own it. write a dialogue that teaches..



PUBLISHED TEXTS

TODAY'S THINKING JOB

DEFEND

"I can defend dialogue."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts such as personal narratives and poetry using genre characteristics and craft"

Defend dialogue.

Why is a conversation stronger than a narrator's statement?

A conversation feels real. The reader overhears it and draws the conclusion.

I CAN | I can defend dialogue..



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Write a fable where dialogue delivers the lesson.

Two things have a conversation.

Use what you learned this week about dialogue that reveals the theme (central idea).

Write your own text that uses this craft move.

I CAN | I can use dialogue that reveals the theme (central idea) in my own writing.



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Answers, across the five thinking levels.

NOTICE The Amaranth envies the Rose's beauty. The Rose says beauty fades, but the Amaranth lasts forever.

CHOOSE C. "Thou art immortal and dost never fade" (lasting value)

SHOW When the Rose admits its own weakness, the reader believes it. A narrator would feel like a lecture.

OWN Answers vary. One example: **"I wish I could soar like you," said the Stream. "And I wish I could nourish a garden," replied the Cloud.**

DEFEND A conversation feels real. The reader overhears it and draws the conclusion.

YOUR TURN Answers vary.



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READ THIS PASSAGE EXCERPT • FROM “THE DOG IN THE MANGER” (AESOP (TRANS. TOWNSEND, 1867))

A Dog lay in a manger, and by his growling and snapping prevented the oxen from eating the hay which had been placed for them. “What a selfish Dog!” said one of them to his companions; “he cannot eat the hay himself, and yet refuses to allow those to eat who can.”

What is the author’s message?

- A** Dogs should not be near farm animals
- B** Oxen are too polite to fight back
- C** Hay is not food for dogs
- D** It is wrong to prevent others from enjoying what you cannot use



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The answer is D.

A **Dogs should not be near farm animals**
Not farm management advice.

B **Oxen are too polite to fight back**
The ox does speak up.

C **Hay is not food for dogs**
About selfishness, not diet.

D **Correct.**
It is wrong to prevent others from enjoying what you cannot use
The Dog cannot eat hay but stops others. Do not block others from what you cannot use.

