

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 poems are real poems written by real poets and published for the world to read.

A poet paints pictures with words so the reader can see, hear, and feel something new.

When I study what a poet did, I can try that same craft in my own poem.

THIS WEEK’S FOCUS

Making the Invisible Visible

from “Who Has Seen the Wind?” by Christina Rossetti (1872)

Some things are real but invisible. A poet can show them by describing what they do. Rossetti never shows the wind itself, only the leaves trembling and the trees bowing. This week we read a published poem, notice how the poet shows what cannot be seen, and try the craft move ourselves.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.



PUBLISHED TEXTS

Read the published poem.

Read it aloud slowly. Listen to the repetition and watch for how the poet shows something you cannot see.

Who Has Seen the Wind?

Who has seen the wind?
Neither I nor you:
But when the leaves hang trembling
The wind is passing thro’.

Who has seen the wind?
Neither you nor I:
But when the trees bow down their heads
The wind is passing by.

SOURCE · PUBLIC DOMAIN

From *Sing-Song: A Nursery Rhyme Book* by Christina Rossetti, published 1872 (public domain)

I CAN | I can read a published poem and notice how the poet shows something invisible.



PUBLISHED TEXTS

TODAY'S THINKING JOB

NOTICE

"I can notice how the poet shows the wind without showing the wind itself."

EXACT TEKS WORDING

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Notice the craft move.

Find a line where the poet shows the wind by what it does to something you can see.

"But when the leaves hang trembling"

"The wind is passing thro'."

I CAN | I can notice how the poet shows the wind by what it does to the leaves.



PUBLISHED TEXTS

TODAY'S THINKING JOB

CHOOSE

“I can choose the line that best shows the wind.”

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Choose the strongest line.

Which line best shows the wind by what it does? All three are from the poem.

A “Who has seen the wind?”

B “But when the trees bow down their heads”

C “Neither I nor you:”

I CAN | I can choose the line that best shows the wind by what it does.



PUBLISHED TEXTS

TODAY'S THINKING JOB

SHOW

“I can show how a word or image makes the invisible feel real.”

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Show how the image works.

How does the phrase “bow down their heads” help the reader feel the wind?

“But when the trees **bow down their heads”**
“The wind is passing by.”

I CAN | I can explain how a specific image in the poem makes the invisible feel real.



PUBLISHED TEXTS

TODAY'S THINKING JOB

OWN

“I can write lines that show something invisible.”

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 two lines that show something invisible (cold, warmth, silence) by what it does to something you can see.

Who has felt the cold?
But when _____, the cold is _____.

I CAN | I can write my own lines that make the invisible visible.



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TODAY'S THINKING JOB

DEFEND

“I can defend why the poet chose to show the wind instead of just naming it.”

EXACT TEKS WORDING

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Defend the poet’s choice.

The poet could have written “The wind is real even though you cannot see it.” Why do “leaves hang trembling” and “trees bow down their heads” work better?

“But when the leaves hang trembling” / “But when the trees bow down their heads”

Why does showing the effect work better than naming the thing?



I can defend why showing the effect of something invisible is stronger than just naming it.



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Write your own poem about something invisible.

Pick something you cannot see (cold, silence, happiness, hunger). Show it by what it does to something you can see, the way Rossetti showed the wind.

Pick something invisible.
Show it by what it does to things you can see.
Write at least four lines, the way Rossetti did.

I CAN | I can write my own poem that makes the invisible visible.



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Answers, across the five thinking levels.

NOTICE The poet shows the wind through “**the leaves hang trembling**” and “**the trees bow down their heads.**” The wind is invisible, but we see what it does.

CHOOSE B. “The trees bow down their heads” shows the wind through what you can see. B and C ask a question and give an answer, but do not show the wind.

SHOW “Bow down their heads” makes the trees sound like they are bending in respect. The reader can picture them bending, and that picture proves the wind is there.

OWN Answers vary. One example: “**Who has felt the cold? / But when the puddles turn to glass, the cold is all around.**”

DEFEND Saying “the wind is real” tells. Showing leaves trembling lets the reader feel the wind. Showing beats telling because the reader builds the picture.

YOUR TURN Answers vary. One example: “**Who has heard the silence? / Neither you nor I: / But when the clock stops ticking, the silence fills the room.**”

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READ THIS POEM EXCERPT • FROM “BOATS SAIL ON THE RIVERS” BY CHRISTINA ROSSETTI (1872)

**“Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier far than these.”**

Why does the poet say the clouds are “prettier far” than boats and ships?

- A** To show that nature’s beauty is greater than anything people build
- B** To explain how boats and ships are made
- C** To warn people that rivers are dangerous
- D** To teach the reader how rainbows form

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The answer is A.

To show that nature's beauty is greater than anything people build

Correct.

A

The poet says clouds are “prettier far” than boats and ships. Nature wins the comparison because clouds sail higher and wider than anything on the water.

To explain how boats and ships are made

B

The poem names boats and ships, but never explains how they are built. The purpose is to compare, not to explain.

To warn people that rivers are dangerous

C

There is no danger in the poem. The rivers are a setting for beauty, not a warning.

To teach the reader how rainbows form

D

The poem calls the rainbow “the bow that bridges heaven,” but never explains how it forms. The poem shows beauty, not science.

